



**RED RIVER
COLLEGE**

OF APPLIED ARTS, SCIENCE AND TECHNOLOGY



Academic Annual Report

2007/2008

→ Going Places.



Academic Annual Report

2007/2008

Programs, by School

School of Business and Applied Arts

3D Computer Graphics (A)
 American Sign Language - English Interpretation (J)
 Aviation Management (D)
 Business Administration (D)
 Business Administration Integrated (D)
 Commerce/Industry Sales and Marketing (C)
 Computer Accounting Technician (C) (L)
 Computer Analyst/Programmer (Co) (L) (D)
 Computer Analyst/Programmer Integrated (Co) (L) (D)
 Creative Communications (D)
 Culinary Arts (Co) (L) (D)
 Deaf Literacy
 Deaf Studies (C)
 Digital MultiMedia Technology (L) (D)
 Graphic Design (D)
 Graphic Design - Advanced (A)
 Health Information Management (D)
 Hospitality and Restaurant Management (Co) (L) (D)
 Hotel and Restaurant Management (Co) (L) (D)
 Information Systems Technology (Co) (L) (D)
 International Business (A)
 Library and Information Technology (D)
 Professional Baking (Co) (L) (C)
 Tourism Management (Co) (L) (D)

School of Construction and Engineering Technologies

Architectural/Engineering Technology (Co) (L) (D)
 Building Design CAD Technology (Co) (D)
 Carpentry and Woodworking (C)
 Civil Engineering Technology (Co) (L)
 Electrical (C)
 Electrical Engineering Technology (D)
 Electronic and Network Technician (C)
 Electronic Engineering Technology (D)
 Electronic Engineering Technology Integrated (D)
 Environmental Protection Technology (Co) (L) (D)
 Geographic Information Systems
 (GIS) Technology (A)
 Geomatics Technology (Co) (L) (D)
 Greenspace Management (Co) (D)
 Instrumentation Engineering Technology (D)
 Municipal Engineering Technology (Co) (L) (D)
 Network Technology (CCNA) Certificate (C)
 Network Technology (CCNP) Certificate (C)
 Network Technology (CCNP) Diploma (D)

Piping Trades (C)
 Refrigeration and Air Conditioning Technician (C)
 Structural Engineering Technology (Co) (L) (D)
 Wood Products Manufacturing - Certificate (C)
 Wood Products Manufacturing Technology -
 Diploma (Co) (D)

School of Continuing and Distance Education (Continuing Studies)

Academic Development Programs (C)
 Applied Counselling (C)
 Cardiology Technician (C)
 Health Unit Clerk (C)
 Introduction to Business (C)
 Legal Administrative Assistant (C)
 Occupational Health & Safety (C)
 Office Technician (C)
 Para Educator (C)
 Photography - Enhanced (C)
 Power Engineering (5th Class) (C)
 Recreation Facilitator for Older Adults (C)

School of Health Sciences and Community Services

Animal Health Technology (D)
 Chemical and Biosciences Technology (Co) (D)
 Child and Youth Care (D)
 College Preparation for Nursing (C)
 Dental Assisting - Level 2 (C)
 Diploma Nursing (Accelerated) (D)
 Disability & Community Support (D)
 Early Childhood Education (D)
 Early Childhood Education - Workplace (D)
 Family Support Worker - FASE (C)
 Health Care Aide (C)
 Joint Baccalaureate Nursing (J)
 Magnetic Resonance Imaging (MRI) and
 Spectroscopy (A)
 Medical Laboratory Sciences (D)
 Medical Radiologic Technology (D)
 Pharmaceutical Manufacturing (C)
 Quality Assurance/Quality Control (QA/QC)
 in the Pharmaceutical Industry (A)
 Radiation Therapy
 Rehabilitation Assistant (C)

School of Indigenous Education

Aboriginal Self-Government Administration (D)
 ACCESS Model Programs
 Biindigen College Studies (C)
 College Preparation for Nursing (C)
 Community Development / Economic Development
 (CD/CED) (D)
 Community Development / Economic Development
 Certificate (C)
 Computer Applications for Business (D)
 Information and Office Assistant (C)
 Introduction to Trades (C)

School of Learning Innovation

Business/Technology Teacher Education (J)
 Business/Technology Teacher Education -
 After Degree (J)
 Industrial Arts/Technology Teacher Education (J)
 Industrial Arts/Technology Teacher Education -
 After Degree (J)
 Technical Vocational Teacher Education (J)

School of Transportation, Aviation & Manufacturing

Aerospace Manufacturing (C)
 Aircraft Maintenance Engineer (D)
 Automotive Service Education
 Automotive Technician - Certificate (C)
 Automotive Technician - Diploma (D)
 Collision Refinishing (C)
 Collision Repair and Refinishing (C)
 Gas Turbine Engine Repair & Overhaul
 Heavy Duty Equipment Mechanic (C)
 Introduction to Aircraft Maintenance (C)
 Manufacturing CAD (C)
 Manufacturing Technician (D)
 Mechanical Engineering Technology (D) (Co)
 Outdoor Power Equipment Technician (C)
 Power Engineering Technology (D)
 Precision Metal Manufacturing (C)
 Technical Communication (Co) (D)
 Technology Management (A)
 Welding (C)

Language Training Centre

English as an Additional Language
 (EAL) Programs (C)

(Co) Co-operative Education programs (may be optional).
 (L) Laptop computer delivery
 (C) Certificate program (usually 10 months)

(D) Diploma program (usually 2 years or more).
 (A) Advanced Diploma program
 (J) Joint program with the Univ. of Manitoba or Univ. of Winnipeg

→ Academic Annual Report

2007/2008

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Contact Information

Notre Dame Campus

2055 Notre Dame Avenue
Winnipeg, Manitoba R3H 0J9
Info line: 204-632-3960
Switchboard: 204-632-2311
No Charge-Dial: 1-888-515-7722
Fax: 204-632-9661
<http://www.rrc.mb.ca>

Princess Street Campus

160 Princess Street
Winnipeg, Manitoba R3B 1K9
Telephone: 204-949-8337
Fax: 204-949-9188

Winnipeg Adult Learning Centre

F115 - 2055 Notre Dame Avenue
Winnipeg, Manitoba R3H 0J9
Telephone: 204-632-3791
Fax: 204-697-4968

Language Training Centre

300 - 123 Main Street
Winnipeg, Manitoba R3C 1A3
Telephone: 204-945-6151
Fax: 204-948-3214

Heavy Equipment Training Centre

Building Z1-10 - 2055 Notre Dame Avenue
Winnipeg, Manitoba R3H 0J9
Telephone: 204-697-5940
Fax: 204-697-0451

Stevenson Aviation and Aerospace Training Centre - Winnipeg

2280 Saskatchewan Avenue
Winnipeg, Manitoba, Canada R3J 3Y9
Telephone: 204-949-6001
No Charge-Dial: 1-866-706-5833
Fax: 204-948-2499

Stevenson Aviation and Aerospace Training Centre - Southport

Box 237, Hangar 4
Southport, Manitoba R0H 1N0
Telephone: 204-428-6300
No Charge-Dial: 1-800-665-9864
Fax: 204-428-6305

Gimli Campus

P.O. Box 190, 234 Tudor Lane
Gimli Industrial Park
Gimli, Manitoba R0C 1B0
Telephone: 204-642-5496
Fax: 204-642-4189

Portage Campus

180 Centenaire Drive
Southport, Manitoba R0H 1N0
Telephone: 204-428-6322
Fax: 204-428-6337

St. Pierre Community Learning Centre

479 Turenne Street
St. Pierre, Manitoba R0A 1V0
Telephone: 204-433-7404
Fax: 204-433-7973

Steinbach Campus

Unit 2 - 385 Loewen Blvd.
Steinbach, Manitoba R5G 0B3
Telephone: 204-320-2500
Fax: 204-346-0178

Steinbach Community Learning Centre

Unit 2 - 385 Loewen Blvd.
Steinbach, Manitoba R5G 0B3
Telephone: 204-320-2500
Fax: 204-346-0178

Winkler Campus

100 - 561 Main Street
Winkler, Manitoba R6W 1E8
Telephone: 204-325-9672
Fax: 204-325-4947

Winkler Community Learning Centre

300 - 561 Main Street
Winkler, Manitoba R6W 1G3
Telephone: 204-325-4997
Fax: 204-325-5945

The Year in Review

"A vision is a future state to which we aspire, and a plan is a strategy to get us there."



*Ken Webb
Vice-President, Academic and Research
Red River College*

Momentum. It's one word that summarizes Red River's accomplishments during the 2007-08 year. Innovative ideas, dynamic programming and a reputation for excellence have prompted students to continue choosing Red River College (RRC) for their post-secondary education. With diverse delivery methods – full-time, part-time, on-line, regional campuses, travelling classrooms, community and workplace based delivery – a college education is more accessible than it has ever been.

Business and industry have chosen RRC as a strong partner to help them achieve their goals. When it comes to working together to get things done, RRC has established itself as a college that delivers.

Building on the key elements outlined in *Academic Plan 2020*, RRC is proud to report on the partnerships and activities supporting students and communities locally, nationally and internationally.

Responsible Growth

Through increasing participant rates, providing broader learning options for diverse communities and implementing new programs, RRC will support the economic and social growth of Manitoba.

Apprenticeship/Skilled Trades

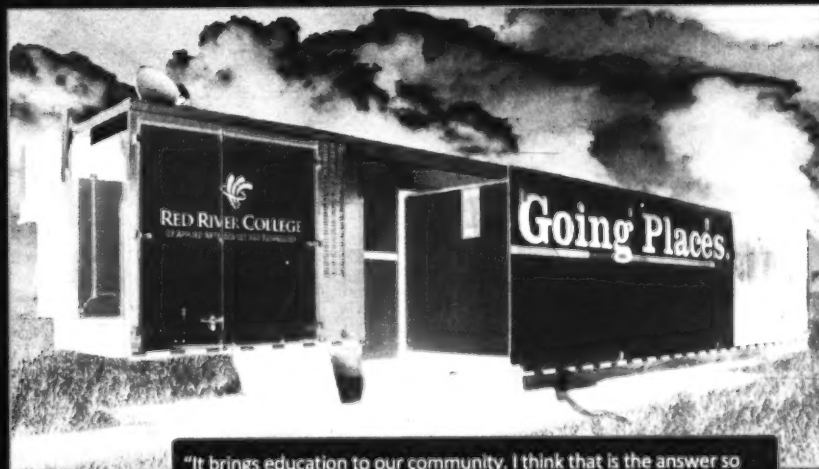
With the soaring demand for skilled trades people and a strong provincial commitment to expand apprenticeship, RRC has responded by doubling the number of apprentices trained at the college over the last decade. Apprenticeship programming grew a further 13 percent in 2007-08 through more classes, larger class sizes, and a longer training year. We also prepared to deliver apprenticeship training through the summer – beginning in 2008.

With support from the Council on Post-Secondary Education (COPSE), RRC expanded the Introduction to Trades program, adding 12 seats in Winnipeg and 32 seats in rural communities.

Construction began on the Heavy Equipment Transportation Centre (HETC), a 50,000 square foot facility that will support innovative training and research in the transportation sector. The new centre will also respond to the strong demand in the Transport Trailer Mechanic and the Transport Truck/Bus apprenticeship programs. Within HETC, the Advanced Transportation and Energy Centre (ATEC) will stimulate research and innovation in the transportation industry.

To further support growth in apprenticeship and trades, RRC has introduced Mobile Training Labs.

With the ability to be customized for various uses, these 53 foot trailers expand to 950 square foot training labs. Housing generators, heating and air conditioning, they are completely mobile and self-contained. The result is additional space for students to receive instruction or have practical opportunities to learn their trades.



"It brings education to our community. I think that is the answer so that more of our students are succeeding and then we have more skilled people to help our communities progress in a lot of areas."

**- Norma Murdoch, Director of Education,
Fisher River Cree Nation**

Immigration

Manitoba's immigration strategy is creating a multi-cultural landscape that adds to our province's population. In support of Manitoba's goal of reaching 20,000 new immigrants a year, the Language Training Centre added another eight sections of English as an Additional Language programming, up 18 percent from the 44 sections delivered the year before.

Health Care

With the support of COPSE and Manitoba Health, RRC continued the momentum of recent years with further expansion of the nursing programs. In 2007-08, over 600 students were enrolled in nursing programs. The Primary Care Paramedicine program was developed for start-up in September 2008 and planning began for the transfer of the Ultrasound Program from the Health Sciences Centre to RRC. The School of Continuing and Distance Education created a new program in Chronic Disease Prevention.

Business/Industry

The School of Business and Applied Arts developed a Financial Services program for introduction in 2009. Based on industry demand, Continuing and Distance Education developed new programs in, Essentials of Fundraising, Apparel Design and Film Production Assistant.

Aboriginal Outreach

RRC will provide programs, services and supports to encourage participation in post-secondary education by Manitoba's fastest growing population.

Programs

RRC has worked with the Manitoba First Nations Education Resource Centre and other Aboriginal education agencies to identify specific supports that will help Aboriginal students meet their learning and career goals.

RRC provided contract training for Heavy Equipment Operators with Manitoba Métis Federation to students from Hollow Water, Sagkeeng and Black River. In partnership with the Manitoba Aerospace Human Resources Council and the Centre for Aboriginal Human Resource Development (CAHRD), RRC delivered two sessions

of Aerospace Manufacturing Technician for Aboriginal students for composite technician positions at Boeing and Magellan.

For the seventh year, Urban Circle offered the Family Support Worker/Fetal Alcohol Syndrome/Fetal Alcohol Effects Program. Through a partnership with Ndinawe, students graduated from the Experiential Child and Youth Care Worker program and a Life Skills Coach Training Program was delivered in collaboration with West Regional Child and Family Services and six Aboriginal communities.

Health Canada contracted RRC to deliver Early Childhood Education training to Aboriginal Head Start and child care workers from First Nations communities. RRC partnered with CAHRD to provide access to the nursing programs for Aboriginal students who did preparatory work with CAHRD.

Community Based Training

First Nations communities throughout Manitoba benefited from RRC programs and courses in Life Skills, Addiction Counselling and Water and Waste Treatment Plant Operation. A feasibility study confirmed the need to establish a regional campus in the Interlake region to serve Fisher River Cree Nation and Peguis First Nation.

Events

A community forum involving 200 participants from Manitoba, Northern Ontario and Nunavut was held to update RRC's strategic plan for Aboriginal learners. The College received an overwhelming response to its first on the land medicine picking teaching at Red Willow Lake.

Diversity & Inclusiveness

Increasing diversity is a catalyst for innovation in business and social sectors.

For RRC, multiculturalism in our programs, in our student population and in our workforce ensures an inclusive perspective.

The Language Training Centre continues to grow and now offers programs for international and immigrant students with 40 different languages. RRC collaborated with the Manitoba government and the College of Registered Nurses to develop a program to help internationally educated Registered Nurses become

licensed in Manitoba. Working with three other colleges, RRC created an inclusive Prior Learning Assessment and Recognition Access model to be used in a Canadian International Development Agency sponsored project in Brazil: *Empowering a Thousand Women*.

Access and Success

Access includes physical accessibility, as well as ensuring learners possess the skills and capabilities to experience success in our programs.

Accessible admissions policies, programs and services and buildings are critical tools for student retention and academic success.

Access to Programs

Adult Learning Centres in Winnipeg and at our Regional Campuses, Technology Camps for youth, Trades Exploration programs for girls, community-based programming for First Nations and inner-city Aboriginal learners all help improve access to college.

Supports for Students

Recognizing you need help is the first step; asking for help can sometimes be challenging. So RRC expanded the Freshman Integrated Tracking System (FIT) early warning project. Students are surveyed on their strengths and weaknesses in the first week, and a customized response is sent to them offering a range of personal and academic supports. Students are matched with a Faculty Advisor who follows up and supports the student throughout the year.

The School of Health Sciences and Community Services (SHSCS) created an Enhanced FIT program, providing personalized academic and personal support based on diagnostic assessments in reading, math and problem solving.



Innovative Delivery Options

RRC acquired two Mobile Training Labs (MTLs) for community-based training in rural and remote locations in trades, technology and apprenticeship. The MTLs provide learners the opportunity to attend college while remaining with their families and benefiting from the support of the local community.

"I've never seen such a state of the art facility and I think it's going to be wonderful for our First Nations Communities. This enables them to start their training in the community."

- Marie Zahorodny,
Chair of Aboriginal Education, RRC

Keeping students in their jobs and in their communities improves access to many adult learners. In conjunction with Manitoba Family Services and Housing, RRC introduced a workplace-based delivery model for the Disability and Community Support program, which allowed existing case workers to learn while remaining on the job. A second community-based delivery of the Early Childhood Education (ECE) program was implemented in North Point Douglas and work began on video streaming additional ECE and Nursing classes through RRC's regional centre network.

Prior Learning Assessment and Recognition (PLAR)

RRC provided PLAR information by advising and delivering orientations to over 700 prospective and current students. Academic departments provided program specific PLAR advising in over 60 programs. RRC developed a program-based PLAR process for Health Care Aides who have significant work experience but little formal education.

Quality and Innovation

Combining quality assurance with RRC's climate of innovation enhances our ability to serve our students and the broader community.

Measuring, improving and innovating makes good programs better.

RRC maintains a comprehensive multi-stage quality assurance program for its academic programs, including the use of Key Performance Indicators, internal program reviews and external accreditation.

In 2007-08, 11 Face Validations were completed, three program renewals took place and four programs were accredited by external agencies. In recognition of our strong quality assurance systems, the QA responsibilities for the Aircraft Maintenance Engineer apprenticeship training program were transferred from the Apprenticeship Branch to RRC.

Our comprehensive monitoring research indicates continued high satisfaction among graduates and employers. Graduate satisfaction remains high at 93 percent, and employers continue to hire new graduates quickly, with over 97 percent of graduates who are in the workforce find jobs upon completing their training at RRC. Employers also express high satisfaction levels, with 97 percent indicating satisfaction with the preparation of the graduates.

Program Innovation

Western Economic Diversification supported the development of a Composites Model Factory for the manufacturing and aircraft maintenance programs. The Red River Raycer Solar car participated in the 2008 North American Solar Challenge, and the college purchased a biodiesel processing unit to research alternative fuels.

Internet video streaming continued to be used for the Rural Diploma Nursing (Accelerated), PLAR and Certificate in Adult Education programs. Expansion into the Primary Care Paramedicine and the Early Childhood Education - Workplace programs is under development for 2008-09.

Drawing support from the World Bank and the Lawson Foundation, the second edition of the *Science of Early Childhood Development* curricula was released. RRC created this ground breaking multimedia resource in collaboration with Atkinson Centre for Society and Child Development, the University of Toronto and the Council for Early Child Development. Work also began on an international edition.

"Nothing's impossible. It's what you decide your limits are."
- Lori Ann Muenzer, Olympic gold medalist (2004) track cycling.

Polytechnic Model of Education

This model delivers maximum return on investment for business, industry and government by accelerating knowledge transfer and putting research into practice.

RRC submitted its first baccalaureate degree proposal for a Bachelor of Technology in Construction Management. In response, the COPSE recommended to the Minister of Advanced Education and Literacy that Manitoba Colleges be approved to grant degrees under the authority of the Council.

Applied Research Centres

The Centre for Applied Research in Sustainable Infrastructure (CARSI) had its first full year of operations, focusing on innovative technologies for Manitoba Hydro's new Downtown Office Building, one of the most energy efficient commercial building designs in the world. By 2009, RRC will have established three applied research centres, including CARSI, the Centre for Aerospace Technology and Training (CATT) and the Advanced Transportation and Energy Centre (ATEC).

In a unique partnership with Standard Aero, CATT will see a post-secondary institution own and operate an applied research lab within an industry facility. Design began on a \$10.5 million centre at Standard Aero, which will include automated fabrication, laser welding, and advanced metallic coating processes.

ATEC, which will be housed in HETC, will focus on emissions testing for vehicles, new vehicle fuel technology and environmental testing for new technology. The Centre will include a drive in environmental chamber, a 1,000 horsepower dynamometer and vehicle emissions testing equipment.

Going Places

RRC is strategically poised to continue the healthy momentum it has established. Academic Plan 2020 will advance our existing initiatives while exploring new opportunities. One thing is for certain, with our vision planning and commitment Red River College is *Going Places!*

College Profile

Going Places

Red River College graduates truly are going places; they possess the knowledge, flexibility and curiosity to contribute, learn and adapt in a changing economic, social and cultural environment.

Through more than 110 diploma, certificate and apprenticeship programs, RRC enables skilled, experienced and motivated graduates to succeed and achieve their dreams. The College strives to help learners find meaningful careers and provide a skilled and informed work-

force for Manitoba by setting the standard in applied post-secondary education and research programs and meeting the demand of the marketplace.

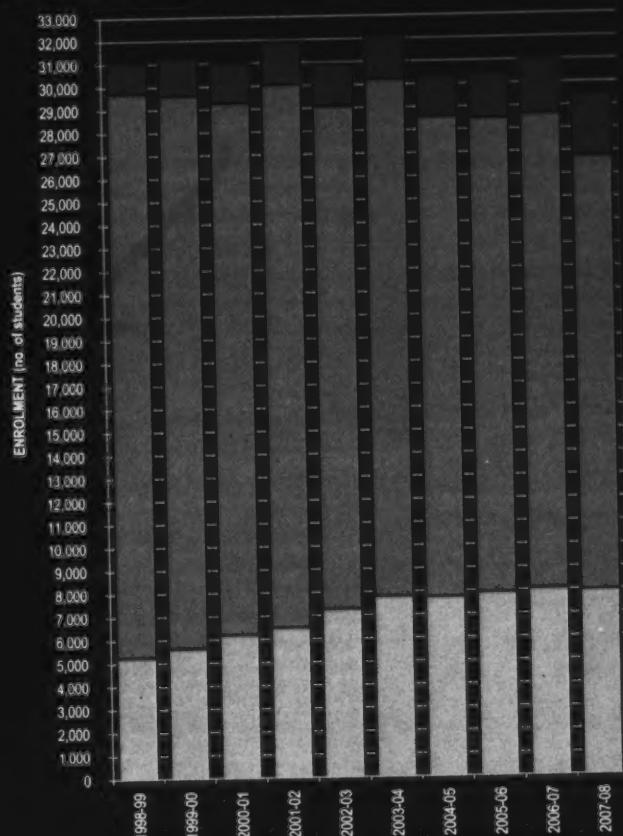
The College itself is going places by growing, changing, and adapting to meet the requirements of today's knowledge economy as well as the needs of the foundation economy. RRC is using technology to offer flexible programming to students wherever they may be and whenever they need to access it, updating and

expanding its programs to remain relevant for learners and improving facilities to ensure a top rate educational experience.

Full-Time Program Growth

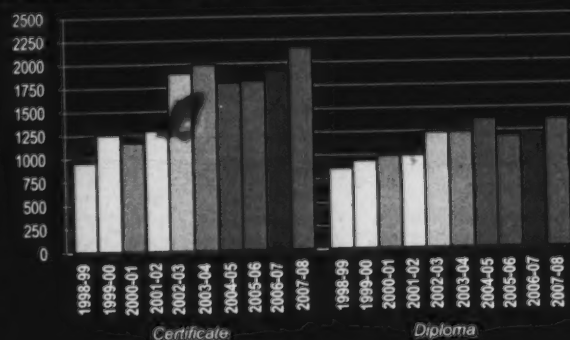
The College has experienced significant growth in its regular full-time programs, (certificate, diploma and other award programs). Since 1998/1999, enrolment in these programs has increased by 52 percent.

College Enrolment

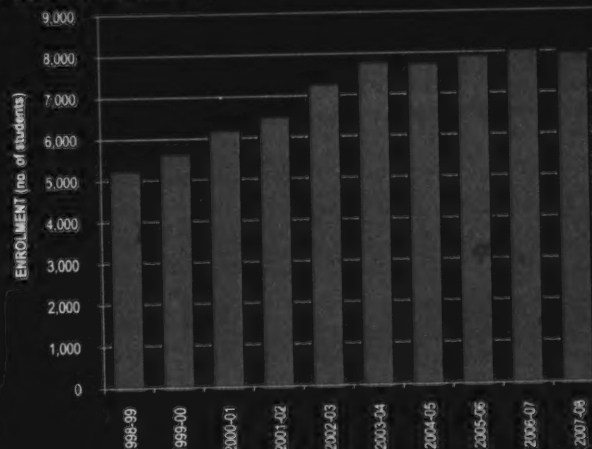


* Full-time Programs (includes certificate, diploma and other award programs)
 * Part-time Programs
 * Apprenticeship Programs

Number of Graduates, Certificate and Diploma Day Programs



Full-time Enrolment



* Full-time Programs (includes certificate, diploma and other award programs)

Vision and Mission

The College has a future-focused vision: Red River College is renowned for providing accessible, innovative, applied learning and research in an advanced environment, creating skilled graduates to drive the Manitoba economy.

The mission of RRC is to enable students to build a career, enhance quality of life, and contribute to Manitoba's economic and social prosperity through exceptional applied education and research.

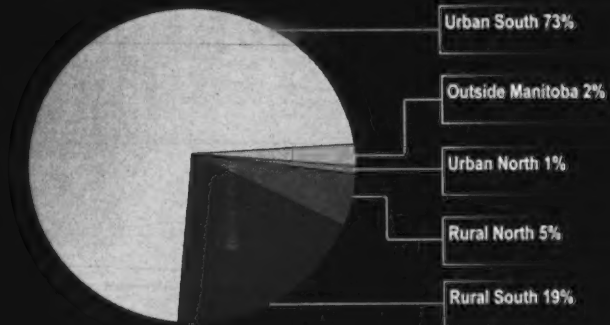
The College's ties to the community are reinforced through a 12-member Board of Governors. The Board focuses on the vision and long-term strategic directions for the College.

Organization

Red River College is a multi-campus institution with major facilities in the Winnipeg Region and five regional campuses strategically located throughout the Province. In recent years the College has made a concerted effort to expand the footprint of its facilities to accommodate growing enrolment in our programs. To date several additional buildings have been leased or constructed to offset increasing demand in the areas of skilled trades. However, economic demand for skilled labour continues to increase and the need for additional physical infrastructure continues to be a pressing issue for the College.

Red River College is developing an infrastructure growth strategy which includes determining suitable infrastructure for development in the exchange district of Winnipeg, renewing, relocating or constructing new facilities to meet the growing needs of our regional campuses and renovating and expanding the infrastructure of the Notre Dame Campus to meet the needs of trade programming. All new development will follow the guiding principles of sustainable development as alluded to in our newly adopted sustainability policy. Many of these principles were incorporated in the construction of our award winning Princess Street Campus. Our newly commissioned Heavy Equipment Transportation Centre constructed on the Notre Dame Campus was built to Leed Silver standard and will undergo a certification process in the next year to qualify for this recognition.

Student Location Prior to Entry to RRC, 2007/2008



Note: Urban South includes the metropolitan Winnipeg area, Brandon, Portage la Prairie and Selkirk. Rural South includes all other areas in southern Manitoba. Urban North includes the northern urban areas of Dauphin, The Pas, Flin Flon and Thompson. Rural North includes all other areas in northern Manitoba.

Programming

RRC offers a diversity of credentials, including post-secondary joint baccalaureate, advanced diploma, diploma, certificate and preparatory programs in the fields of applied arts, applied sciences, business, community services, developmental education, health and technology. In addition, the College provides training for apprentices in 30 designated trades. The College also offers a comprehensive array of courses for part-time learners in Winnipeg and across Manitoba through its Continuing Studies office and its Regional Campuses.

The College also responds to the specialized and customized education and training needs of business, industry, government and community organizations. The Contract Training unit of Continuing Studies provides centralized sales, service and administrative support to contract training initiatives of all departments and divisions.



Demographics

In 2007/2008, the majority of students enrolled in full-time programming were between 20 and 24 years of age.

Students came to the College from across the province. Seventy-three percent of students are from the urban south. Excluding apprenticeship training, women comprised 50 percent of the full-time student population in 2007/2008.

As a comprehensive college, RRC serves a diverse population with a varied educational background.



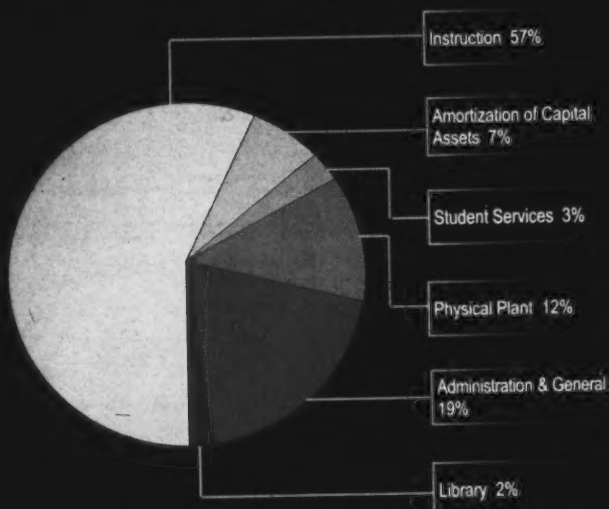
Resources

In 2007/2008, the total human resources complement of the College was approximately 1200 full-time equivalent staff years.

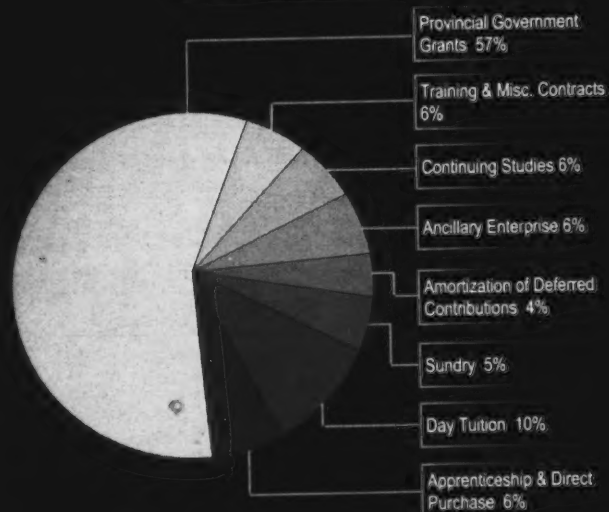
The College operates on a not-for-profit basis with an annual expenditure of approximately \$125,000,000.

As a publicly funded institution, the College relies significantly on provincial government grant support, which comprised approximately 57 percent of its total revenue in 2007/2008. The College receives tax exempt status as a registered charity.

College Expenditures 2007/2008



College Revenue 2007/2008



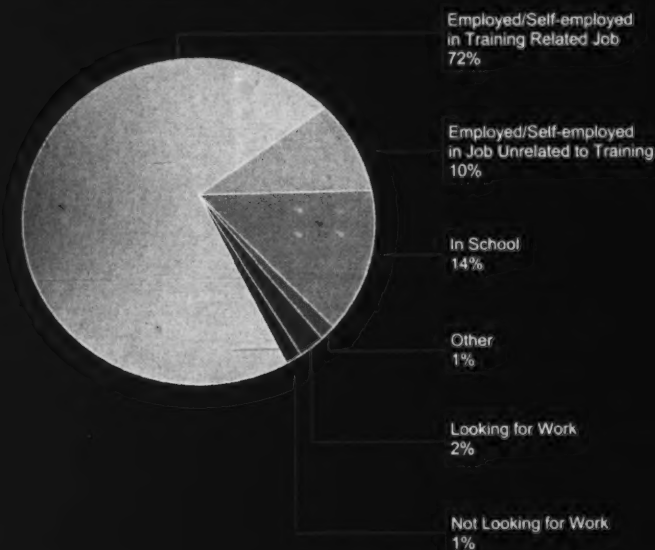
Graduate Satisfaction and Employment

Red River College's 2007-08 Satisfaction and Employment survey of 2006-07 graduates shows that graduates continue to find jobs in Manitoba and express high levels of satisfaction with their education.

Of all full-time day program graduates who responded to the survey, 95 percent were employed or furthering their education.

Of those graduates who were in the workforce, seeking employment, 97 percent found jobs. Only 3 percent were looking for work. Moreover, of the responding employed graduates who reported an employer's address, 97 percent were in Manitoba. By far most College graduates remain in Manitoba to contribute to the province's prosperity and to its social and cultural vitality.

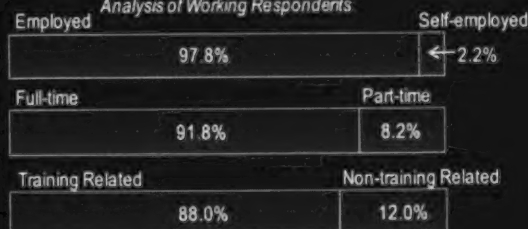
Current Status
(% of all respondents)



Graduates in the Labour Force



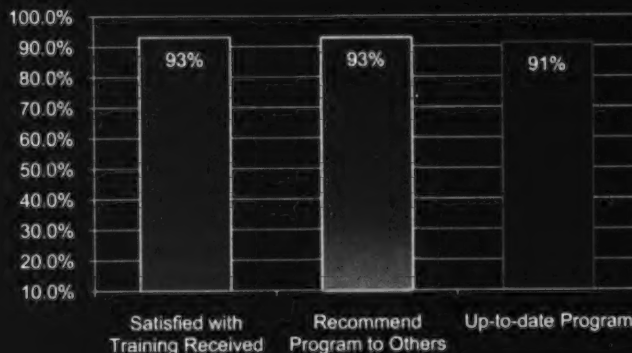
Analysis of Working Respondents



Almost 88 percent of employed/self-employed graduates reported that they were working in a field related to the education and training received. In addition, 92 percent of the employed/self-employed graduates reported that they were employed full-time.

Over 93 percent of all respondents reported that they were very satisfied or satisfied with their education at Red River College and 93 percent said they would recommend their program to others.

Graduates also reported their annual salaries. There is variation in the level of achieved income by program with an average of \$34,833, which was an increase of 2 percent over that reported by 2005/2006 graduates.



Top Ten Average Starting Salaries

Vocational Industrial Teacher Education	\$59,250.00
MRI and Spectroscopy	\$55,986.49
Diploma Nursing (Accelerated)	\$55,593.94
Power Engineering Technology	\$52,634.40
Greenspace Management	\$49,500.00
Geomatics Technology	\$46,929.75
Municipal Engineering Technology	\$46,114.27
Industrial Arts/Technology Teacher Education	\$46,000.00
Mechanical Engineering Technology	\$44,121.57
IST - Database Management	\$43,919.25

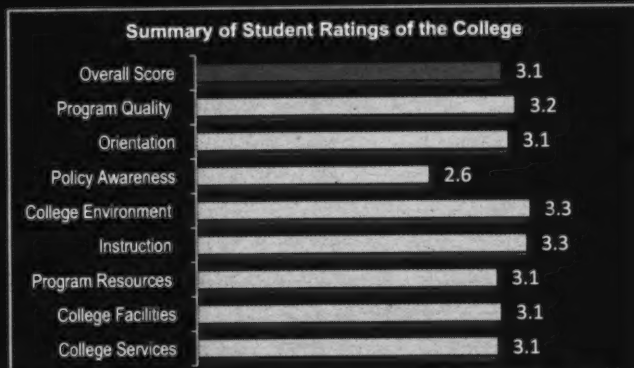
(Training Related full-time Employed/Self-employed Respondents only)

Student Satisfaction

The annual Student Evaluation of Program (SEPS) report summarizes the attitudes and feelings of students towards their college experience in a graphical format that allows for quick and easy insight into students' satisfaction with the program.

The SEPS report takes the 44 questions on the student evaluation of program survey and factors them into eight dimensions of Program Quality, Orientation, Familiarization with College Policies, College Environment, Quality of Instruction, Program Resources, Facilities and College Services. These eight factors are reported on a simple bar chart, giving readers instant insight into the student's experience in the program.

Each program's Summary of Student Ratings is published in the combined **Graduate Satisfaction and Employment Report and Student Evaluation of Program Report** and also on the College's website. Roll-up summaries are also available for each School and for the College as a whole.



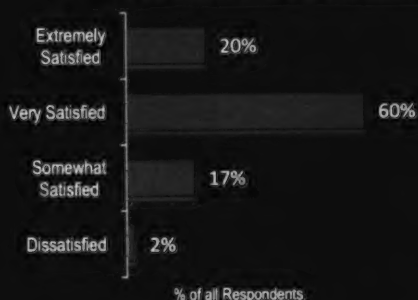
Note: Student ratings are presented in a four point scale from 1 to 4, with 1 indicating strong dissatisfaction and 4 indicating strong satisfaction.

Employer Satisfaction

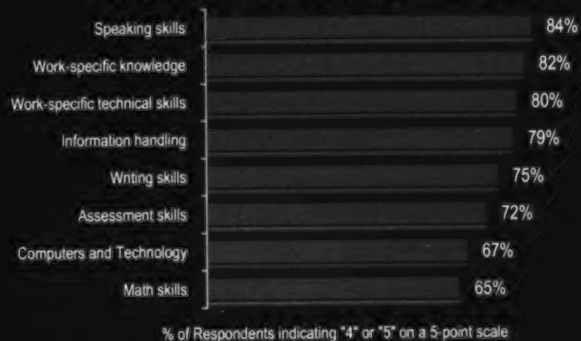
As its name might suggest, the Employer Satisfaction survey interviews employers of recent graduates for the three preceding years. In addition to measuring overall satisfaction, employers are asked to rate their satisfaction with graduates' fundamental skills, personal management skills, and teamwork skills. Employers are asked to assess graduates along a total of 17 measures. The results for the entire college are reported annually. By combining the results for the last three years, a more detailed picture can be presented at the program level.

2007 Employer Satisfaction Survey

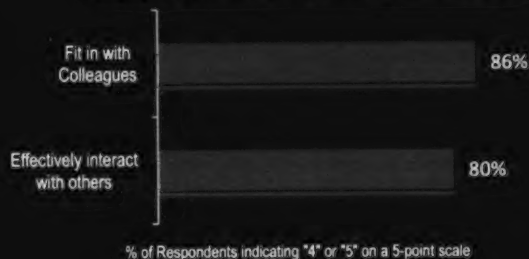
Satisfaction with Preparation of RRC Graduates for Work



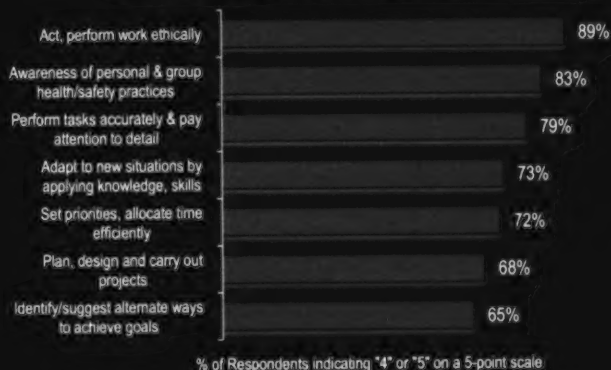
Employers' Satisfaction with Graduates' Fundamental Skills



Employers' Satisfaction with Graduates' Teamwork Skills



Employers' Satisfaction with Graduates' Personal Management Skills



Academic Excellence

Partnerships, technology and excellence are themes that repeatedly emerged for Red River College (RRC) during 2007-08. We're proud of the fact that our students, staff, faculty and programs have received local, provincial, national and international recognition. Here's a look at some of the highlights we're pleased to share with you.

Excellence in Aviation and Aerospace

RRC's Stevenson Aviation and Aerospace Training Centre was presented the Canadian Aviation Maintenance Council's Education Excellence Award for 2007. The award is presented annually to the individual, training organization or high school that has significantly contributed to the development and advancement of education and training in the field of aviation and aerospace.

Testing New Vehicle Technologies

The Winnipeg Partnership Agreement invested \$2.4 million into research at RRC's Heavy Equipment Transportation Centre (HETC). This will support the acquisition of equipment to research and test new environmentally friendly vehicle technologies. Developed in consultation with the needs of local industry, the research curriculum will explore biodiesel, ethanol, hydrogen and electric hybrids, hydrogen fuel cells, emissions and extreme weather testing.

"Without knowledge, the world is bereft of culture. And so we must be educators and students both. At some point, an educator must broaden the net to include all issues relevant to humanity's challenges."

- Roberta Bondar. First Canadian woman in space, photographer, environmentalist, author.

Working with the Aboriginal Community

RRC was the first post-secondary institution in Canada to receive accreditation by the Canadian Council for Aboriginal Business (Progressive Aboriginal Relations program). The accreditation is based on RRC's relationships with the Aboriginal community, employment of Aboriginal people, doing business with the Aboriginal business community and offering services that build capacity for Aboriginal people.

RRC also received an award – *Outstanding Contribution to the Employment of Aboriginal People* – from the International Association on Native Employment.

RRC Program Guide Wins International Award

The Learning Resources Network (LERN) honoured RRC's School of Continuing and Distance Education's *2007-08 Program Guide* in the Best Brochure category. The Program Guide was featured for display at a three-day conference in Orlando, Florida, in LERN publications and on the LERN website.

Movie Previews on Smartphones

RRC, TRILabs and MTS Allstream Inc.'s research partnership led to the developing of new customer entertainment technology. RRC students in the Computer Analyst/Programmer and Information Systems Technology programs designed and tested a system that will allow MTS Mobility customers to watch movie trailers for MTS TV's video on demand service on their Smartphones.

Encouraging Entrepreneurs

A new partnership between RRC and the Canadian Youth Business Foundation (CYBF) was launched to advance youth leadership and entrepreneurship. RRC will represent the CYBF in Manitoba, assisting young entrepreneurs to follow their dreams. CYBF is a national non-profit organization that provides startup funding for young entrepreneurs between the ages of 18 and 34 years.

Strategic Workforce Planning

Manitoba Hydro and RRC created a strategic partnership where RRC helps Manitoba Hydro meet their workforce planning goals. With new construction targets and rising retirement rates, Hydro is expecting to need more than 400 new technicians and technologists in the next five years.

Manitoba First Nations Science Fair

Over 300 students from First Nations communities across Manitoba came to the Notre Dame campus for their annual science fair. This event is delivered by the Manitoba First Nations Educational Resource Centre and has been growing in size every year since it came to RRC.

In addition to the 300 participants, another 250 teachers and family members attended the one-day event.

Video Streaming for Early Childhood Education Diploma

Manitoba Child and Family Services asked RRC to deliver the Early Childhood Education - Workplace program to four rural communities via video streaming technology. The workplace model allows child care workers to stay at their daycare centre jobs three days a week and attend school two days a week while they earn their diploma. Video streaming allows RRC instructors at the Notre Dame campus to broadcast their lectures live over the internet to students in our regional campuses.

Forks Market Art Festival

Second year students from RRC's Graphic Design program created original works of drawing and painting for auction at the 6th Annual Forks Market Art Festival and Auction. Money from the sale of these works supported Winnipeg Harvest and the Red River College Graphic Design Students' Graduation Fund.

RRC Broadcasts Moose Games

Students from RRC's Creative Communications and Digital Multimedia Technology programs worked with MTS Allstream Inc. and the Manitoba Moose to create live broadcasts of Manitoba Moose games for MTS TV subscribers. Telecasts used video feeds from the arena where the game is played. Students prepared the player stats, graphics, audio and play-by-plays for the telecasts, which took place live from the Princess Street campus.

"We all have ability. The difference is how we use it."

- Charlotte Whitton - first woman mayor of a major Canadian city (Ottawa).

Partnerships

Collaborations help partners achieve more than they could by themselves. We're proud of the innovative and dynamic ways our partnerships create new opportunities for students, graduates, employers, our province and the economy.

- Chief David Crate and councillors from Fisher River First Nation met with RRC representatives to discuss the need for a regional campus in the Interlake region. The meeting followed previous consultations with the Chief and councillors of Peguis First Nation. RRC will conduct a feasibility study for a regional campus to serve Peguis, Fisher River and other Interlake communities.
- Motor Coach Industries and RRC worked together to meet reduced emission requirements by modifying a heavy-duty diesel power train for the D4500 model inter-city coach. Instructors and students tested, documented and certified the prototype.
- The University of Manitoba's Faculty of Engineering, Aerospace Manitoba and the Composites Innovation Centre partnered with RRC in a presentation to Lockheed Martin (LM) on how Manitoba industry and the post-secondary institutions collaborate on developing a high quality workforce for the aerospace industry. LM is one of the world's largest aerospace firms and was in Canada to look for suppliers and subcontractors to do business with.
- Standard Aero (SA), Western Economic Diversification and Manitoba Competitiveness, Training and Trade worked with RRC to develop training and technology initiatives in support of new and expanded business opportunities for SA. An innovative training and retraining program will see an expansion of the Gas Turbine Repair and Overhaul program.
- RRC and SA also developed a proposal for a joint Centre for Aerospace Technology and Training. The advanced technologies proposed for the new centre, such as laser welding and cutting and advanced coatings processes, are presently not available in Canada. The new facility, to be located at the SA site, will provide RRC students with advanced training and applied research.

Advisory Committees

Advisory Committees are a vital link between the College and the employers of our graduates. Each program is supported by an active advisory committee that provides ongoing guidance from employers, graduates, students and specialists in the field.

Program Advisory Committees meet regularly and recommend any major program changes. Over 1,000 volunteers from business, industry and the community sit on Program Advisory Committees to help maintain the quality and relevance of RRC programs.

Program and Quality Assurance

A comprehensive, four-stage curriculum quality assurance process ensures that RRC programs remain up-to-date and meet the needs of students and employers.

Key Performance Indicators (KPI) such as retention and graduation rates, student and graduate satisfaction and graduate employment results are collected annually. The survey results are fed back to the departments and the industry-led Program Advisory Committees where they are used to make changes to the program.

Face Validation is a first-level external review conducted by the Program and Curriculum Development department. It is a periodic review based on a comparative scan of similar programs across the country, an assessment of local and national labour markets, statistical KPI data from the past five years, and a review of the use of best practices in curriculum continuous improvement.

Program Renewal is a comprehensive review that uses the DACUM (Developing a Curriculum) process to renew the curriculum. Using industry practitioners and experts, a systematic process is used to identify the most current and emerging knowledge, skills and attitudes that are deemed significant to the future growth of the occupation. This profile is used to generate a revised curriculum.

Accreditation is a review by an external body that compares the college program and profile of the graduating students against published standards set by a certification or professional body. Accreditation may be regional, national or international.

The following Curriculum Validations were conducted in 2007-08:

Program Renewals

- Industrial Arts/Technology Teacher Education
- Computer Analyst/Programmer
- Information System Technology
- Aboriginal Self-Government Administration

Face Validations

- Business Administration (4 streams)
- Precision Metal Manufacturing
- Manufacturing Technician
- ASL English
- Collision Repair and Refinishing
- Electronic and Network Technician

Programs completing external accreditation in 2007-08 include:

- Diploma Nursing (Accelerated)
- Child and Youth Care
- Family Support Worker - FAS/E
- Animal Health Technology



Staff Notables

It's a simple concept: hire people who are the best in their field because everyone - the institution, students, the field of expertise - benefits. RRC is proud of our employees and the contributions they've made. They've traveled the globe to share what they know. They've been recognized with awards. They're participating on Boards and Committees that help build our community. Congratulations to our stellar staff for these amazing accomplishments. We're very proud you're a part of the RRC family!

Tim Appleton (Culinary Arts) was appointed President of the Canadian Junior Branch for the Canadian Culinary Federation.

Christopher Basarowich (Educational TV) and **Janet Jamieson** (Community Services) spent ten days filming Early Child Development programs in East Africa for the International Version of the Science of Early Child Development.

Marc Battle (Early Childhood Education) was invited by Healthy Child Manitoba to be the keynote speaker at the National Child Day Forum.

Jim Beauchamp (Boilermaker) was presented the *Instructor of the Year Award* by the Apprenticeship Branch and the Apprenticeship Trades Qualifications Board's Apprenticeship Awards of Distinction.

Sid Bloomfield (Refrigeration) attended the Canada Skills Competition in Calgary. Sid sits on the provincial and national technical committees for the Refrigeration competition.

Deb Blower (Prior Learning and Recognition) presented on RRC's Prior Learning Assessment and Recognition (PLAR) services and practices at the Organization for Economic Cooperation and Development (OECD) thematic review on the *Recognition of Non Formal and Informal Learning (RNFIL)*. As part of a cross Canada research tour, OECD representatives visited Manitoba to learn more about the province's system wide practices in PLAR. Twenty-three countries participated in the research study.

Deb Blower was elected to the Canadian Association of Prior Learning Assessment (CAPLA) Board of Directors at the November 2007 AGM.

Deb also Chaired CAPLA's Recognition of Prior Learning (RPL) Standards Working Group to explore the need for and development of pan Canadian standards of RPL practice and RPL Practitioner competencies.

Margaret Braid (Business Development) and **Ray Hoemsen** (Applied Research and Commercialization) hosted the ACCC Applied Research Activities Roundtable dinner at the Princess campus.

Hugo Bucher (Hospitality) was named the National Chair for Baking for Skills Canada.

Andy Burzynski (Life Sciences) is a member of the Canadian Environmental Certification Approvals Board, which certifies environmental practitioners in Canada.

Mae Louise Campbell (Elder-in-Residence) was presented with the prestigious Spirituality and Culture Award at the Aboriginal Education Awards Banquet by the Aboriginal Circle of Educators.

Don Carruthers (Transportation, Math and Science) was appointed Deputy Chief Expert at the World Skills Competition in Japan.

Robert Charney (Piping Trades) attended the World Skills competition in Japan as a workshop supervisor.

Irene Chaudhary (Radiation related programs) participated on a panel for the Canadian Association of Medical Radiologic Technologists to discuss the entrance requirements of international students to MRI/Spectroscopy training programs.

Hubert Demers (Creative Communications) was selected as a sign language interpreter for the deaf community at the World Deaf Community Hockey Championships.

Peter Denton (Ethics and Technical Communications) gave an invited lecture on *Technology, Religion and Human Security in the 21st Century* at the University of Winnipeg as part of its 40th Anniversary Lecture Series. Dr. Denton was also reappointed to a second term as Associate Professor of History (part-time) at the Royal Military College of Canada, where he has taught in the undergraduate program since 2003 and in the graduate program in War Studies since 2004.

Mia Elfenbaum (Early Childhood Education) was a keynote presenter on *The Science of Early Child Development* at the provincial Parent Link Centre Conference in Calgary.

Brian Fawkes (Creative Communications) presented on RRC's Digital MultiMedia Technology (DMT) and 3D Computer Graphics programs at the Gramado Animation Festival in Brazil. Brian also met with the President of Pan Americano College in Sao Paulo about possible partnership /curriculum/exchange opportunities with Red River College's DMT program.

Mary Jane Feeke (Culinary Arts) was selected to be part of Culinary Team Canada, which competed in Erfurt Germany in October 2008.

Marti Ford (School of Indigenous Education) and **Mike Stuhldreier** (Program and Curriculum Development) accepted a SMART award in January 2008 for their work on the development of a holistic model for curriculum development using the Medicine Wheel.

Ken Friesen (Transportation, Maths and Science) received his trainer certification for Hybrid Vehicles through the Canadian Automotive Repair and Service Council in June.

Alison Fyfe-Carlson (Nursing) completed her Master of Arts Degree in Adult Education from Central Michigan University.

Brian Gebhardt (Masonry) was the selected shop supervisor in brick masonry for the World Skills competition in 2009.

Lorraine Gendre (Medical Radiologic Technology) represented Manitoba on a national exam question preparation workshop in Ottawa hosted by the Canadian Association of Medical Radiation Technologists.

Louise Gordon (School of Health Sciences and Community Services) was appointed as a member of a Canadian Medical Association accreditation survey team for the Medical Laboratory Sciences program at British Columbia Institute of Technology. Louise was also elected Vice-President and Treasurer of the Canadian Association of Allied Health Programs.

2007/2008 Academic Annual Report

Tammy Hardie (Medical Laboratory Sciences) was invited by publisher Prentice Hall to review the textbook *Clinical Lab Hematology*, 2nd Ed.

Brian Harris (Mechanical, Manufacturing, Communications) received the 2007 Manitoba Aerospace All-Stars Award of Excellence (Educational Partnership).

Ray Hoemsen (Applied Research and Commercialization) was appointed to the Manitoba Health Research Council's Finance and Audit Committee and to the Board of the Rugby Canada Foundation. Ray was also a keynote speaker to the Natural Sciences and Engineering Research Council of Canada's Atlantic Regional Workshop and the Canada-Ukraine Business Summit in Dnipropetrovsk and Kyiv, Ukraine.

Janet Jamieson (Community Services) was invited by the Canadian International Development Agency and the Aga Khan Foundation Canada to participate in an extensive early child development project in Bangladesh. RRC and the Institute for Educational Development at BRAC University will partner on a project using the Science of Early Child Development for training in Bangladesh.

Gary Klepatz (Sheet Metal) attended the Canada Skills Competition in Calgary and sits on the provincial and national technical committees for the Sheet Metal competition.

Jamie Koshyk (Early Childhood Education) and **Janet Jamieson** (Community Services) received a *Partnerships for Tomorrow* grant from the Association of Universities and Colleges of Canada to present the Science of Early Child Development in Belgrade, Serbia.

George Kurowski (Refrigeration) represented Manitoba at the International Global Warming and Ozone Depletion Workshop in Montreal on behalf of the Manitoba Ozone Protection Industry Association.

Dan Larson, (Piping Trades), represented Manitoba on the Canadian Cross Connection Control Steering Committee. Dan is Past Chair of the committee, which consists of two members from each of the five American Water Works Association sections across Canada.

Karen McDonald (Hospitality and Tourism Management) received her Bachelor of Arts in Education.

Alex McIlraith (Electrical/Electronics Engineering Technology) is working with Global Precision to develop a GPS-based device to track wildlife.

Deb Nytepchuk (Dental Assisting) was one of three Canadian reviewers for the 9th edition of the Saunders Publishing textbook *Modern Dental Assisting* - widely used in dental assisting programs.

Gillian Rimmer (Medical Laboratory Sciences) was elected President of the Manitoba Society of Medical Laboratory Technologists.

Vivek Sharma (Civil Engineering Technology) presented a paper entitled *A Possibility Assisted Fuzzy EOQ Inventory Model* to the Administrative Sciences Association of Canada in Halifax. Vivek also chaired one of the sessions at this international academic and research conference.

"Things don't change by themselves, you have to be active to mould the environment in which you are going to practice." - Ginette Lemire Rodger PhD - winner of the 2004 Jeanne Mance Award, Canada's top nursing award.

Roger Smith (Transport Trailer) and **Mark Klimchuk** (Collision Repair and Refinishing) represented Manitoba at a national test bank development session for their respective trades in Ottawa.

Mike Stuhldreier (Program and Curriculum Development) successfully completed RRC's Management Development Program offered through Human Resource Services.

Mike Stuhldreier and **Marti Ford** (School of Indigenous Education) were invited to deliver a presentation on *Using the Medicine Wheel as a Basis for Holistic Curriculum Development* at: the National Institute for Native Leadership in Higher Education in Santa Ana Pueblo, New Mexico; the Association of Canadian Community Colleges Symposium (*Strategies for Meeting the Educational Needs of Aboriginal Learners in Rural and Remote Communities*) and at the Millennium Scholarships International Conference (*Neither a Moment Nor a Mind to Waste: Strategies for Broadening Access to Post-Secondary Education*).

Cameron Tait (Hospitality) last year's Distinguished RRC Alumni, was selected to be judge and mentor at the 2nd Canada-Nordic Junior Culinary Exchange in Stavanger, Norway.

Jim Voth (Transportation, Maths and Science) was re-elected to the national executive board of the North American Council of Automotive Teachers.

Lauren Waples (PLAR) was elected Vice-Chair of the Manitoba Prior Learning Assessment Network at the May 2008 AGM.

Don Young (Carpentry and Woodworking) appeared in an episode of CBC's *Living Winnipeg* in which he demonstrated the steps, materials and tools required for constructing a plastic-laminated countertop.

Bill Younger (Health Sciences) participated as a facilitator at a Great Teachers' Seminars held in Lumsden, Saskatchewan and at Elkhorn Ranch, Manitoba. Bill was also appointed Medical Laboratory Sciences Program Surveyor for the Canadian Medical Association's conjoint Committee on Accreditation.

Ken Webb (Academic and Research) was appointed to the board of Film Training Manitoba.

Marie Zahorodny (Aboriginal Education & Program Development) was presented with an Inspiration and Leadership Manitoba Award by The Council of Child Nutrition for coordinating the Breakfast Lunch Nutrition Program at Dauphin River First Nations School.

Eleven faculty members received their Certificate in Adult Education during 2007-08:

Joan Baines (*Accounting and Computer Education*)

Shelley Chlan (*Accounting and Computer Education*)

Randy Horel (*Steinbach Campus*)

Wade Redmond (*Stevenson Aviation*)

Donna Riddell (*Portage Campus*)

Kevin Routledge (*Continuing Studies*)

Victoria Schindle (*Civil Engineering Technology*)

Kathleen Scribner (*Health Sciences*)

Sandra Seidel (*Health Sciences*)

Bev Shaw (*Accounting and Computer Education*)

Barbara Steeves-Rhind (*Health Sciences*)

Student Success

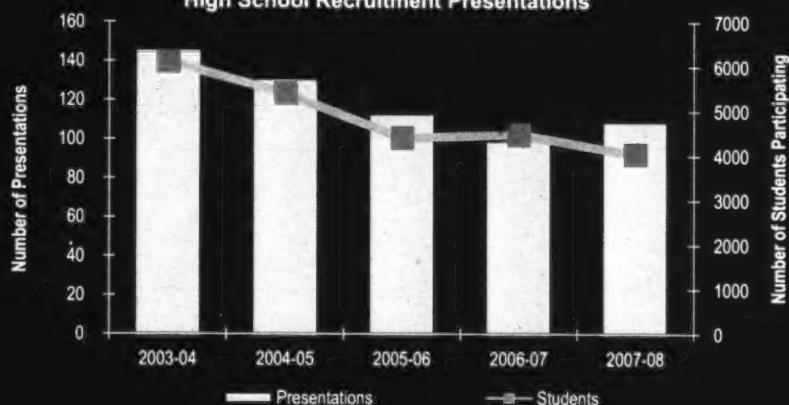
Red River College is committed to creating a learning environment that will help students achieve their dreams.

Red River College is committed to helping students achieve their educational goals. The College emphasizes high quality and relevant academic programming, strong services and student support initiatives, and a safe environment. RRC strives to achieve high retention rates and high graduation rates leading to meaningful employment, solid earnings, citizen engagement and continued education after graduating. Students at the College are provided with a comprehensive set of services and supports to facilitate a pathway to academic success and personal growth.

Recruitment

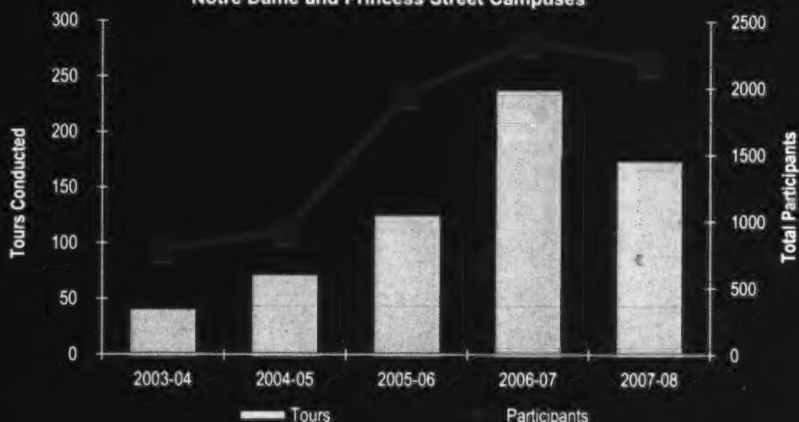
Recruitment staff deliver presentations on the college, its programs and services at high schools, adult learning centres and parent information evenings throughout the province. They also offer campus tours and organize on-campus events such as Open House in February and co-ordinate the College's participation at Career Symposiums in Winnipeg and Brandon. Working with College Relations, they develop the College Viewbook, a publication about programs, services and college life distributed to prospective students.

High School Recruitment Presentations



Campus Tours

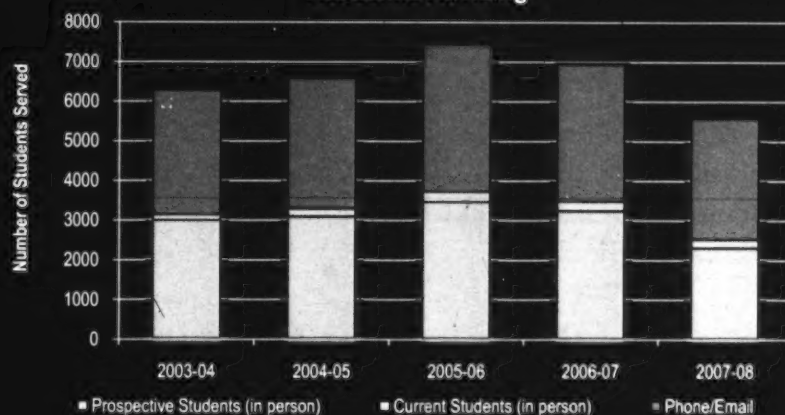
Notre Dame and Princess Street Campuses



Academic Advising

Academic advisors provide information about College programs to prospective students and assist them with program selection, and entrance requirements. Academic advisors also assist current students with the resolution of academic problems and academic appeals.

Academic Advising



Assessment Services

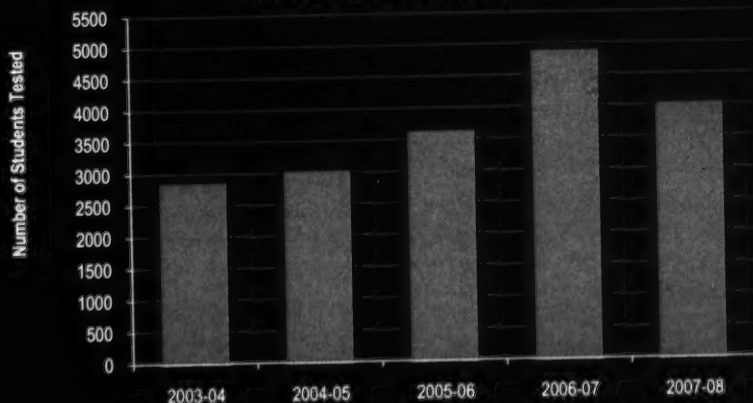
Assessment Services provides entrance and diagnostic testing services to prospective and current students. Group diagnostic testing for academic programs tests skills in reading, mathematics and/or science. Results and information on educational support services are provided to students and instructors. Individual diagnostic assessments are conducted to test for possible learning disabilities or attention/hyperactivity disorders.

Assessment Services also administers various tests for community and corporate clients on a contract basis.

Assessment Services - Diagnostic Testing



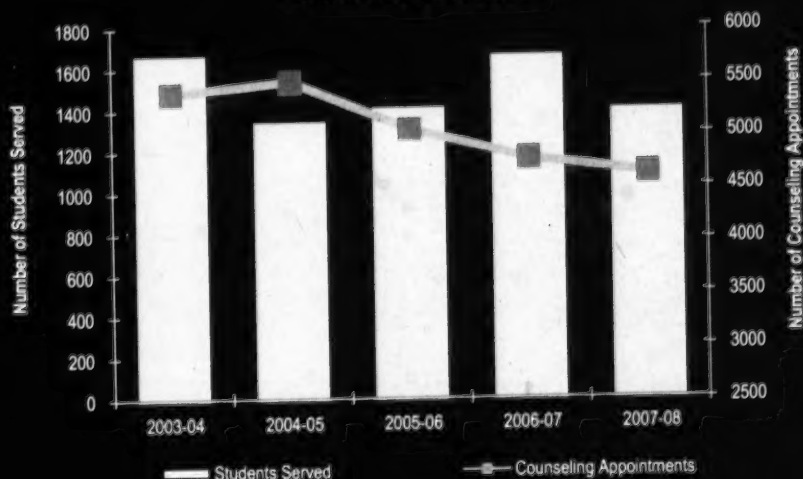
Total Tests Administered by Assessment Services



Counseling Services

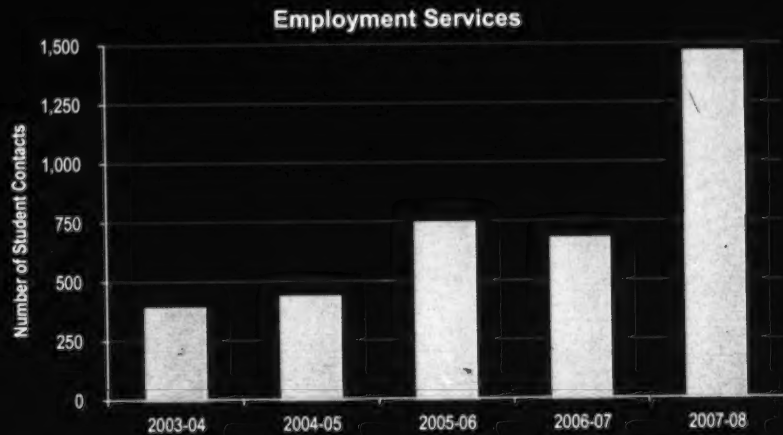
Professional counselors provide academic, personal, financial and career counseling to students. Full-time counselors are located at the Notre Dame, Princess Street and Main Street Campuses. Arrangements are made to provide counseling for students located at other campuses as requested.

Counseling Services



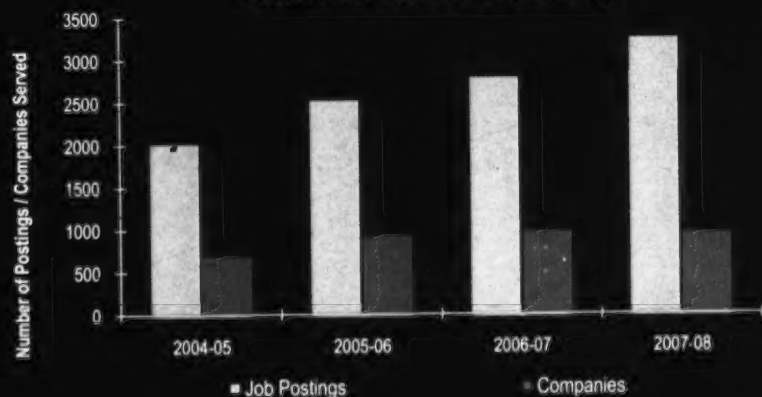
Employment Services

The College provides a full range of employment related services to students and employers. Services to students include provision of information on job availability and assistance with job search techniques, résumé writing and interview skills. Services to employers include posting job opportunities online, collecting résumés, facilitating on campus interviews, and acting as a liaison between programs and employers.



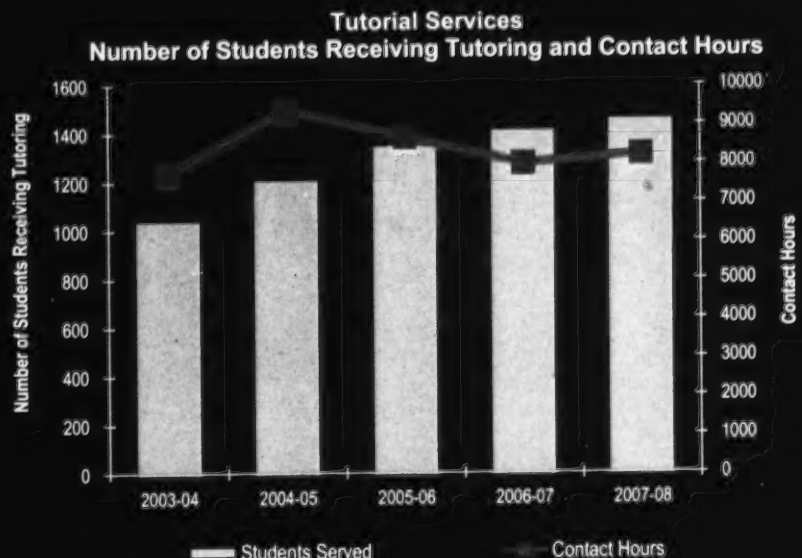
**Note: The figures demonstrate the number of times an individual connected with Employment Services and requested/received assistance with various employment related matters. This revised format of record keeping commenced in August 2008 and reflects the number of times assistance to a student was provided through one-on-one consultations, telephone or through email.*

Employment Services Contact with Business and Industry



Tutoring Services

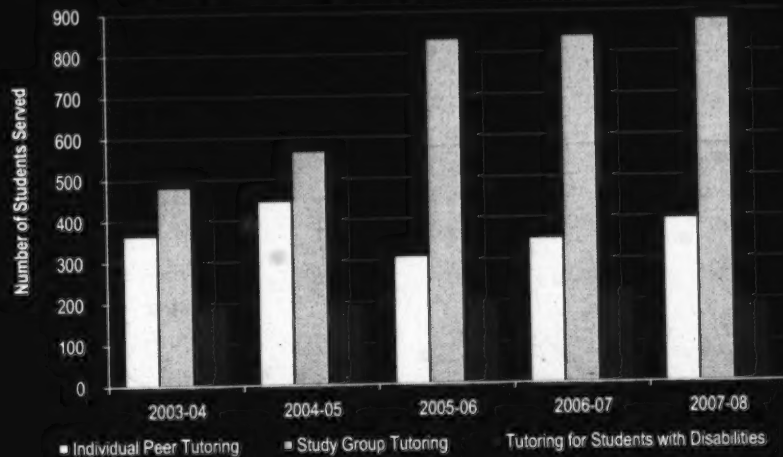
Individual tutoring is available to all students and may be delivered by staff or peer tutors. Tutoring services are available to students at the five Winnipeg sites: Notre Dame, Princess Street, Main Street, Stevenson Aviation and Aerospace Training Centre, and Louis Riel Arts and Technology Centre. More students received tutoring in a group setting instead of one-on-one resulting in a reduction of hours.



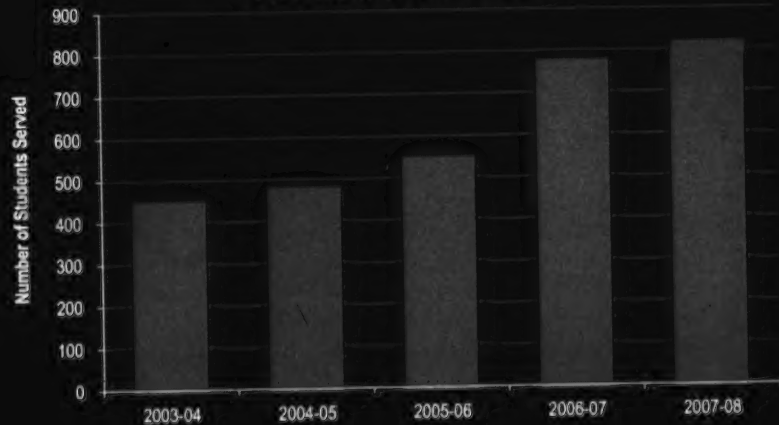
Services to Students with Special Needs

A wide range of special support services are provided to students with disabilities. Services include counseling, one-on-one tutoring, interpreting services, exam accommodations, and adaptive technology to name a few. The disabilities that students presented with include learning disability/attention deficit disorder, mental disability, hearing and visual impairment, and other physical disabilities

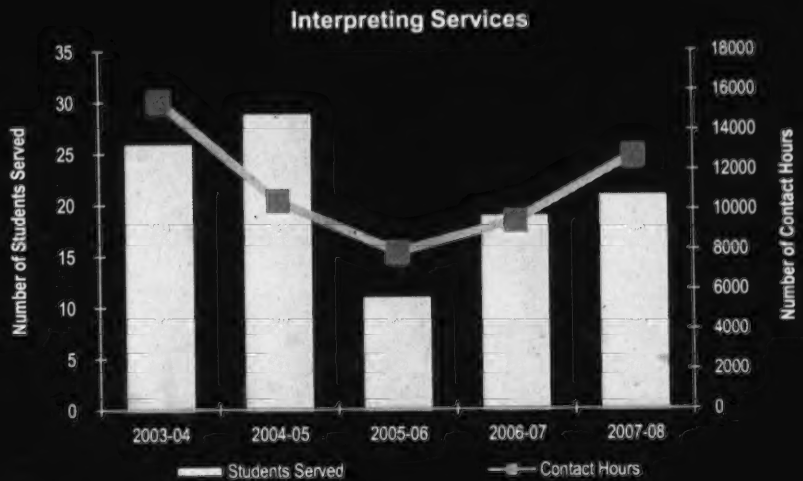
Use of Services Offered by Tutorial Services



Students with Disabilities

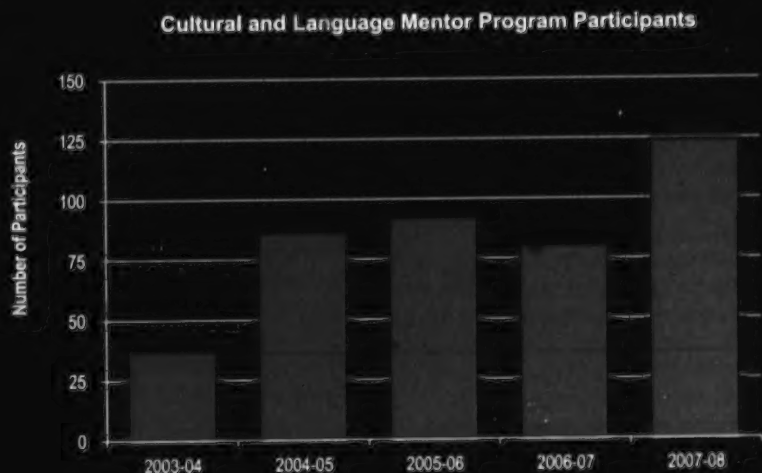
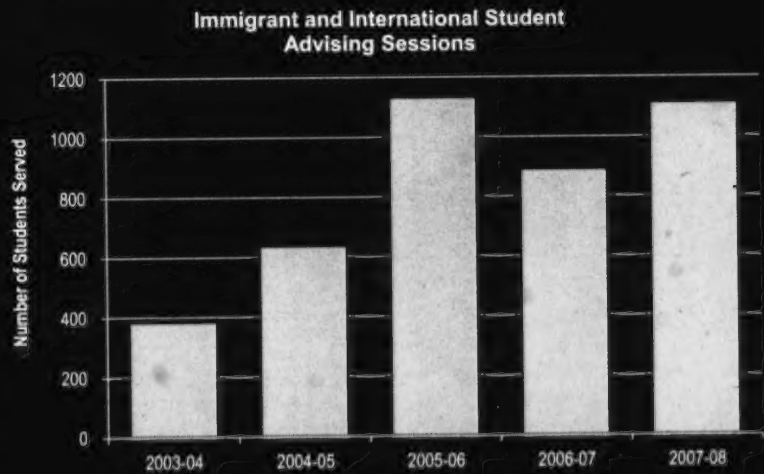


The hours of interpreting are dependent on a number of factors, including whether the student is enrolled full-time or part-time; the proportion of the course that is theory versus practical; whether the practical component requires the student to work alone or with others; whether interpreting is required for tutoring support. The lack of available interpreters continues to limit the College's ability to meet the demand from Deaf students.



Diversity and Immigrant Student Support

The Diversity and Immigrant Student Support department offers support services to immigrant and international students including: Advising services on cultural, settlement, language, personal and academic challenges; a Cultural and Language Mentor Program that matches immigrant and international students with Canadian-born students; Canadian culture, academic and workplace culture workshops for immigrant and international students; customized diversity workshops for students in academic programs; College-wide diversity events; and a *Guide for Immigrant Student* with information on strategies to be successful in the Canadian College environment.



Assessing and Recognizing Prior Learning

Prior Learning Assessment and Recognition (PLAR) or Recognition of Prior Learning (RPL) as it is commonly known, is an important part of the College's services for students, faculty and staff. A centrally coordinated PLAR service/department, PLAR advising services in the Student Services Centre and program areas, the assistance and support of a college-wide PLAR Committee, PLAR assessments conducted by program faculty and commitment from College staff, faculty and administration help to ensure a quality system. The College has clearly articulated policies, procedures and practices and continues to build quality resources.

Red River College is committed to quality PLAR practices, processes and systems. The PLAR Strategic and Operational Plan (2005-2010) provides the parameters to ensure the continued development of an accessible, credible and effective PLAR system. Key priorities based on the PLAR Strategic Plan outcomes and actions are identified to further the integration, implementation and expansion of PLAR to meet the needs of adult learners who are returning to college with formal learning and/or significant learning from work and life experience.

In 2007/2008 the College:

- Provided PLAR information, advising and PLAR orientations as a part of the Academic Advising service in the Student Service Centre for over 700 prospective and current students interested in accessing PLAR processes. Academic departments provided program specific PLAR advising and conducted assessments of prior learning for learners enrolled in 60 full and part-time programs.
- Continued delivery of Professional Portfolio workshops/courses in full and part-time programs, including Co-op Work Experience programs. Students completed professional portfolios documenting their knowledge, skills and abilities related to their program and learning from work and life experience. A Professional Portfolio is an excellent tool for career, employment and continued life long learning.

- Completed development of the Professional Portfolio Development Course for distance delivery with an e-portfolio component.
- Developed PLAR resource guides and tools for learners to use in proving prior learning for courses in the following programs: Human Resource Management Certificate, Electrical Engineering Technology Diploma, Disability and Community Support Worker Diploma, Website Development Certificate, Business programs: Financial Accounting. PLAR assessments were conducted using course, course cluster and program outcome approaches.
- RRC PLAR Strategic Plan 2005-2010 was cited as an important component for quality assurance in PLAR systems in the recently published Quality Assurance in PLAR: Annotated Bibliography (2007) by the Canadian Institute for Recognizing Learning (CIRL).
- Continued the development of PLAR resources for the Anytime Anywhere Instructor Resource (AIR) site (<http://air.rrc.mb.ca>). This one-stop-shop has an extensive array of online resources for RRC faculty, staff and other colleges/organizations.
- Introduced the new Recognition of Prior Learning (RPL) Practitioner Certificate program. The curriculum, based on the RPL Practitioner occupational analysis/DACUM (i.e. knowledge, skills and abilities) completed in 2007 is designed for advisors, assessors and facilitators who work in the RPL or related fields such as adult learning, career counseling, human resources and qualification recognition.
- Delivered PLAR practitioner training and professional development via onsite workshops/courses, online delivery, customized training and a week long summer institute. The College continues to take a leadership role in the delivery of PLAR/RPL practitioner courses in Manitoba, Canada and internationally. Since 2001, over 600 participants have completed the PLAR Foundation, PLAR Practitioner (advanced) and Train the Trainer Portfolio Development courses.
- Delivered the 6th annual PLAR Foundation Summer Institute to participants from Manitoba, Saskatchewan, British Columbia and Bermuda. In 2007-08, 40 learners completed the course via distance and classroom learning. To date, 81 RRC faculty and staff have completed the course.
- Facilitated the Recognizing Learning - a PLAR/RPL Symposium - a full day event for College faculty and staff to learn about RPL principles and the practices in a variety of College programs.
- Participated in a follow-up meeting for the Canadian Adult Learner Friendly Institution (ALFI Can) research study (2007). RRC was one of 15 partner institutions / organizations who completed an intensive self assessment process and portfolio of services to adult learners based on the 8 ALFI principles. An ALFI Can strategic plan with priorities based on the study recommendations was developed. An ALFI Can website was also established.
- Participated on the national Advisory Steering Committee for a CAPLA research project - Effectiveness of PLAR. Funded by the Canadian Council on Learning (CCL) Adult Learning Knowledge Center, the study will determine perspectives on PLAR from users, assessors and the community. It was completed in October 2008.
- Participated in a national consultation, *Shifting the Discourse: Mobilizing Adult Learning in Canada*. The consultation was part of a CCL research project, led by the Halifax PLA Centre to develop a pan Canadian PLAR/Portfolio Learning Framework.
- Presented as part of a panel on ePortfolios - *Are they worth the Effort?* at the annual MADLat conference at the University of Manitoba.
- Facilitated, in partnership with RRC eTV studio and MPLAN, a live video streaming workshop "Sharing RPL Resources and Updates" for PLAR practitioners from across Manitoba and Saskatchewan. RRC faculty and staff presented at the event.

- Continued to work with New Brunswick Community College (NBCC) and NB department of Post Secondary Education, Training and Labour on the development of the online PLAR advising tool - Socrates - Know Yourself. The Socrates - Know Yourself prototype was presented to PLAR practitioners at the annual CAPLA conference.
- Presented on RRC PLAR services and practices at the Organization for Economic Cooperation and Development (OECD) thematic review on the Recognition of Non Formal and Informal Learning (RNFIL). As part of a cross Canada research tour, OECD representatives visited Manitoba to learn more about the province's system wide practices in PLAR. Twenty-three (23) countries participated in the research study.
- Developed, with three other college partners and ACCC, an inclusive PLAR Access model that will be used for a joint ACCC and Canadian colleges project entitled "Empowering a Thousand Women". The project, funded by CIDA will be implemented in Brazil.
- Presented PLAR workshops at provincial and national conferences including the Manitoba Prior Learning Assessment Network (MPLAN) learning events and the Canadian Association for Prior Learning Assessment (CAPLA) Fall Focus Workshop.
- Chaired CAPLA's RPL Standards Working Group to explore the need for and development of pan Canadian standards of RPL practice and RPL Practitioner competencies.
- PLAR staff continued to participate at provincial and national levels with representation on: MPLAN Board of Directors and Program Planning Committee; the National Advisory Committee for CAPLA's Online Community of Practice (OCOP); the National Advisory Committee for the Adult Learner Friendly Institution (ALFI) Canada Study; the ACCC Recognition of Learning (ROL) Affinity Group as Co Chair; CAPLA's Education and Training Committee, RPL Standards Working Group and the International PLA Network (IPLAN).

Language Training Centre

The Language Training Centre underwent substantial growth in 2007-08. Fifty-six sections of English as an Additional Language programming were delivered in 2007-08 which represented an increase of twelve sections over 2006-07. The Language Training Centre increased its physical space by expanding to the 4th floor of the Main Street Campus when the Adult Learning Centre was relocated to the Notre Dame Campus.

In 2007-08, the Language Training Centre undertook a research project to develop a new Canadian English Language Benchmark Assessment for Nurses (CELBAN) related product, the Institutional CELBAN (two versions). This new product is designed for use with internationally educated nurses enrolled in nursing or nursing bridging programs to determine their English language proficiency. The Institutional CELBAN was released in the fall of 2007. Eleven kits were sold in 2007 to educational institutions or programs across Canada. In 2006, 327 official CELBAN assessments were conducted. In 2007, the number of assessments had increased to 542. CELBAN sites are located in British Columbia (Richmond and Surrey), Calgary, Edmonton, Winnipeg, Hamilton and Toronto. Red River College is the national administrative site for CELBAN. CELBAN remains a positive option for internationally educated nurses who are required to demonstrate their English language proficiency as a part of the licensing requirement.

In 2007-08, the Language Training Centre entered into an agreement with the Winnipeg Regional Health Authority to invigilate assessments for language interpreters who apply to be certified to work with Manitobans in health situations where an interpreter is required. One hundred and thirty-four of these assessments were conducted in 2007-08.



Adult Learning Centre

The Adult Learning Centre (ALC) continued to deliver secondary level and dual credit programming at both the Notre Dame and Princess Campuses. The Winnipeg Centre also coordinated the delivery of ALC programming through the College's Regional Campuses in Winkler and Steinbach. All of the centres are licensed by the Adult Learning and Literacy Branch.

At the ALC, adult students have the opportunity to earn the Mature Student High School Diploma and/or prerequisite credits for entry into post-secondary level programs. Students may also earn up to three advance credits for first-term courses in selected RRC programs.

Certificate in Adult Education

College faculty members are recruited for their expertise in an occupational field. To help them develop strong teaching skills, full-time faculty are required to obtain a Certificate in Adult Education (CAE).

The goals of the CAE program are to promote excellence in the teaching of adults, and provide the instructors with the theoretical and practical basis for becoming effective in a college or vocational setting.

The program is continually reviewed and revised with new courses being developed to reflect new initiatives in the colleges and in adult education. Manitoba is one of only a few provinces to require college faculty to have post-secondary training in the development and delivery of training for adult students.

Student Notables

When you're passionate about what you're studying, it shows. When you have a knack for a particular school or subject, it's exciting to participate in projects that help you become even more proficient. Our students are leaving their mark on their respective fields and we couldn't be more pleased.

The Creative Communication Advertising majors presented their AOL ad campaign at the American Advertising Federation's student competition, in Minneapolis/St. Paul. The only Canadian school in the competition they came in fifth out of 10 schools.

Forty-two Dental Assisting program graduates wrote and passed the 2008 National Dental Assisting Examining Board examination with average scores well above the national average.

The third year Graphic Design students participated in the Viva La Diferencia project organized by Professor Claudio Sotolongo from ISDI in Havana, Cuba. The project was designed to explore the individual cultural experiences of the students, to make them rediscover their own cultural practices and to present them as design projects. At the end of the project all of the work was gathered in a digital book.

Medical Laboratory Science students wrote the national exam and passed at a rate of 85 percent, the highest rate ever for the College and higher than the national average.

Animal Health Technology students passed the North American licensing exam at rates far higher than average.

Janna Alblas, Diploma Nursing - Accelerated, received the College of Registered Nurses of Manitoba Gold Medal for the highest overall GPA and excellence in clinical performance throughout the program.

Janna Alblas, **Ainslie Penner**, **Tammy Pike**, Diploma Nursing - Accelerated students, and **Jolene Scharikow**, Joint Baccalaureate Nursing, received Nursing Student Endowment Awards for academic achievement and community involvement.

Colleen Barbour, and **Jocelyn Bevacqua**, Joint Baccalaureate Nursing, **Karen Gray**, **Alissa Peppin** and **Cheryl Fudali**, Diploma Nursing - Accelerated, received Nursing Legacy Awards for outstanding clinical performance.

Gwen Barker, a 2nd level Aircraft Maintenance Engineer apprenticeship student, won silver at the Skills Canada in Ontario, and took Gold at the Nationals.

Susana Berodia, Academic English Program for University and College Entrance, received the English Speaking Union Award, which is granted to a student who has developed his or her English language proficiency and applies the use of English in the community.

Justin Bird, Automotive Technician, received a Silver medal at the Skills Manitoba competition in Winnipeg.

Guillaume Borgstrom, Heavy Duty Equipment Mechanic, received a Gold medal at the Skills Manitoba competition in Winnipeg.

Joey Brooks, a 3rd level Bricklaying apprenticeship student, won Silver in the post-secondary category at the Canadian Skills Competition 2008 in Calgary.

Julius de Castro, Automotive Technician, received a Bronze medal at the Skills Manitoba competition in Winnipeg.

Jesse Doerksen, Automotive Technician, received a Gold medal at the Skills Manitoba competition in Winnipeg.

Dan Dupuis, Aircraft Maintenance Engineer, won the gold medal in the Manitoba Skills Canada competition and silver in the national competition.

Cornelius Fehr, a 2nd level Carpenter apprenticeship student, won Gold in the post-secondary category at the Canadian Skills Competition 2008 in Calgary.

Michael Fisher, Heavy Equipment Mechanics, received a Silver medal at the Skills Manitoba competition in Winnipeg.

Colin Funk, Autobody Repair, received a Silver medal at the Skills Manitoba competition in Winnipeg.

Lee Gardiner, Diploma Nursing - Accelerated, received the Thorey Johnson Award for demonstrated academic and clinical competence with a special interest in rural nursing.

Chelsea Grove, Architectural / Engineering Technology, and **Tara Myran**, College Preparation for Nursing, were presented awards from the Helen Betty Osborne Foundation.

Hillary Harbun, Diploma Nursing - Accelerated and **Dana Rowe**, Joint Baccalaureate Nursing, received the Wiley Scholarship - Human Anatomy and Physiology for academic excellence in the Anatomy and Physiology courses.

Nina Herard, Business Administration, and **Chantell Quill**, Business Administration, received awards from the Foundation for the Advancement of Aboriginal Youth.

Heather Houston, Joint Baccalaureate Nursing and **Hillary Harbun**, Diploma Nursing - Accelerated, received the Jean Burrows Scholarship, which recognizes students for outstanding academic achievement at the end of the first year of their program.

Josh Kervel, Heavy Equipment Mechanics, received a Bronze medal at the Skills Manitoba competition in Winnipeg.

Brian Layer, a 4th level Cabinet Maker apprenticeship student, competed in the Cabinet Making division of the World Skills Competition in Japan in November 2007.

Jason Mason, Autobody Repair, received a Bronze medal at the Skills Manitoba competition in Winnipeg.

Karen Michaluk, Joint Baccalaureate Nursing and **Teresita Padilla**, Diploma Nursing - Accelerated received the Bernice Parrott Award, which recognizes hard work and effort.

Beau Moore, Power Engineering, received an award from the National Aboriginal Achievement Foundation.

Andrew Pickerl, Electronic Engineering Technology, received the Ted Glass Award from the Institute of Electrical and Electronics Engineers for his involvement in the community and outstanding achievements.

Karen Renard, Joint Baccalaureate Nursing, received the Nursing Students Endowment Scholarship for having the highest overall academic achievement.

Jennifer Ryan, Semester 3 Creative Communications student, was one of nine students from Canadian colleges and universities who participated in a military training project in Wainwright, Alberta in August 2007. The students produced television and print journalism stories about the activities of reservists training to deploy to Afghanistan.

The **Tugak** family from Rankin Inlet was featured in a full page article in the *Globe & Mail*. The article discussed their experiences in travelling from Nunavut to attend RRC with eight children in tow.

Travis Wieler, a 2nd level Cabinet Maker apprenticeship student, won Silver in the post-secondary category at the Canadian Skills Competition 2008 in Calgary, Alberta. Travis will also represent RRC at the 2009 World Skills Competition.

Woo-sung Lim, Autobody Repair, received a Gold medal at the Skills Manitoba competition in Winnipeg.

Konrad Zinn and **Thomas Zinn**, 3rd level Landscape Technician apprenticeship students, won Gold in the post-secondary category at the Canadian Skills Competition 2008 in Calgary, Alberta.

The following students received awards from the Fly Higher/Business Council of Manitoba:

- Cherie Burns
Aboriginal Self-Government
- Amanda Cantwell
Business Administration
- Jayme Desrosiers
Computer Analyst /Programmer
- Samantha Dumas
Child and Youth Care
- Leslie Funk-Edwards
Business Administration
- Jacqueline Gaudry
Business Administration
- Tricia Higheagle
Early Childhood Education
- Mark Laubmann
Business Administration
- Theodore Letandre
Introduction to Trades
- Jacinta Mason
Business Administration
- Sean Moar
Child and Youth Care

- Robert Prince
Collision Repair & Refinishing
- Chantell Quill
Business Administration
- Barry Settee
Applied Counselling
- Jacqueline Stortz
Family Support Worker
- Ian Stout
Computer Analyst/Programmer
- Nathan Thomas
Culinary Arts

Lieutenant-Governor's Medal award winners in 2007-08 were:

- Yoseph Zelalem Gobena
Business Administration - Accounting
- Murray Steven Kowerko
Structural Engineering Technology
- Daphne Monkman
Dental Assisting - Level II
- Shannon Stebelko
Culinary Arts

Gold Medal winners at the 2007-08 graduations were:

- Christopher Blais
Power Engineering Technology
- Sheena Bohonis
Chemical and Biosciences Technology
- Andrew W. Brown
Greenspace Management
- Leah Brunger
Aviation Management
- Rachel Marie Bueckert
Medical Laboratory Sciences
- Andrea Danelak
Creative Communications
- Lisa D. Ducharme
Disability and Community Support
- Daniel Dupuis
Aircraft Maintenance Engineer
- Jana Alison Elliott
Medical Radiologic Technology
- Jennifer Anne Formaniuk
Business Administration
- Corrie Foster
Early Childhood Education
- Jesse Gair
Community Development/Economic Development
- Dave Goertzen
Wood Products Manufacturing Technology
- Adam Gray
Information Systems Technology (Network Management)

- Carrie Michelle Guetre
Child and Youth Care
- Feried Haniff
Automotive Technician
- Lydia Klassen
Technical Communication
- Murray Steven Kowerko
Civil Technology (Structural Engineering)
- Drew Grant Kozub
Creative Communications
- Jolene A. Olive
Creative Communications
- Darryl Robert Parker
Computer Analyst/Programmer
- Matthew Michael Patrician
Teacher Education (Industrial Arts/Technology)
- Colin Rene Joseph Philippot
Animal Health Technology
- Dylan C. Ralke
Digital MultiMedia Technology
- Kristin St. Hilaire
Health Information Management
- Helen Katherine Anna Shaw
Graphic Design
- Shannon Jessie Stebelko
Culinary Arts
- Danielle Marie Sutton
Hospitality and Tourism Management (Tourism)
- A Daniel Tamer
Electronic Engineering Technology
- Angela Uta
Aboriginal Self-Government Administration
- Giuseppina Vitucci
American Sign Language - English Interpretation
- Emery Wiebe
Mechanical Engineering Technology
- Terri Lynn Wiebe
Diploma Nursing (Accelerated)



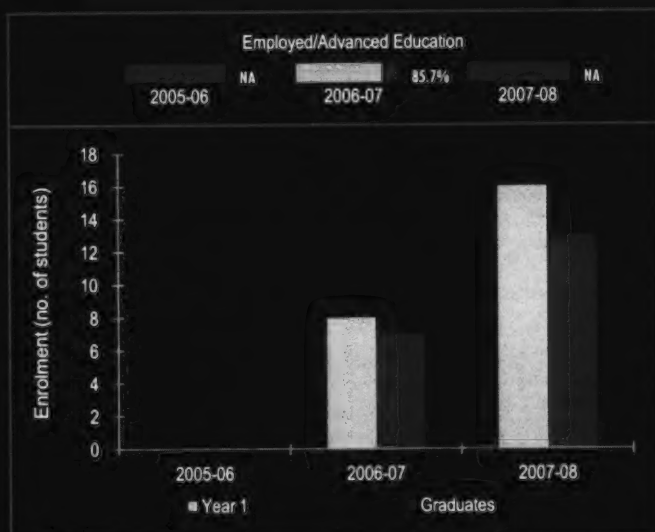
Academic Programs



School of Business & Applied Arts

Dean Graham Thomson
 Room P311, Phone 949-8377,
 Email gthomson@rrc.mb.ca

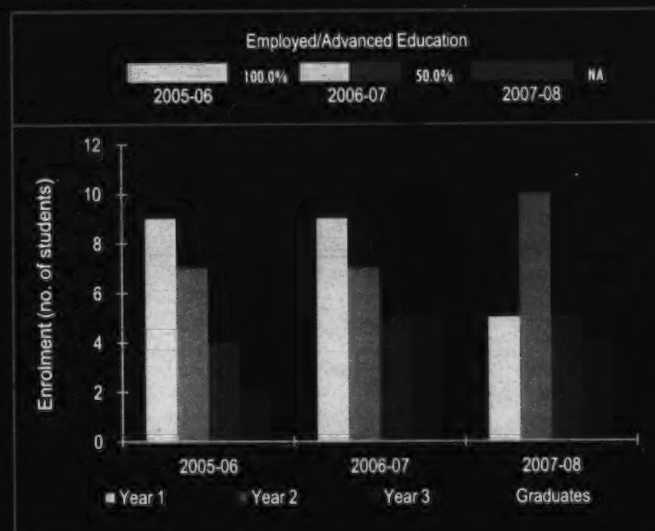
This division consists of four departments: Accounting and Computer Education; Creative Arts; Hospitality; and Management and Marketing. The division offers programs designed to meet the specific needs of the business, information technology, hospitality, and graphic and communications professions.



3D Computer Graphics

One-year advanced diploma program

Students are taught the skills required to work in areas such as advanced 3D graphics and animation and production management. Graduates of the 3D Computer Graphics program may find employment in visual effects, motion graphics, video game development, 3D simulation and prototyping, medical imaging, and 3D simulation industries. Some graduates may choose self-employment as freelance artists.



American Sign Language - English Interpretation

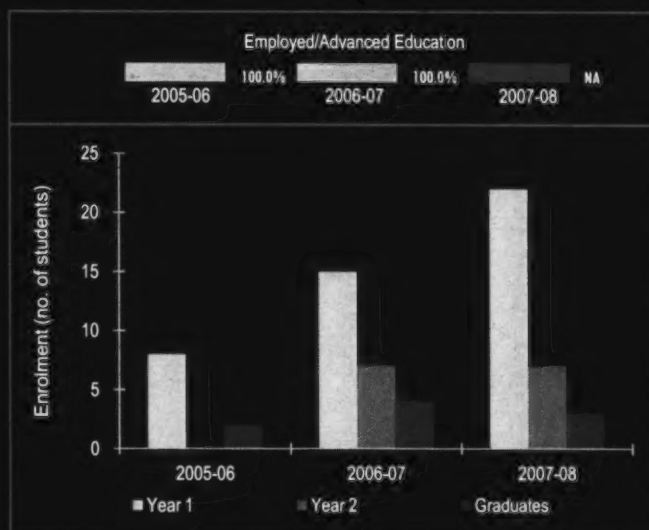
Joint three-year degree program offered in partnership with the University of Manitoba. Graduates will receive a diploma in ASL-English Interpretation from RRC and a Bachelor of Arts degree from the U of M.

Students are taught the skills required to function as an American Sign Language (ASL)/English interpreter in facilitating communication between hearing and Deaf individuals. Graduates are working in public schools, in interpreter referral centres and in post-secondary institutions. Some work on a freelance basis in specialized settings such as medical, religious, mental health, recreational, legal, employment, government, and the performing arts areas.

Aviation Management

Two-year diploma program

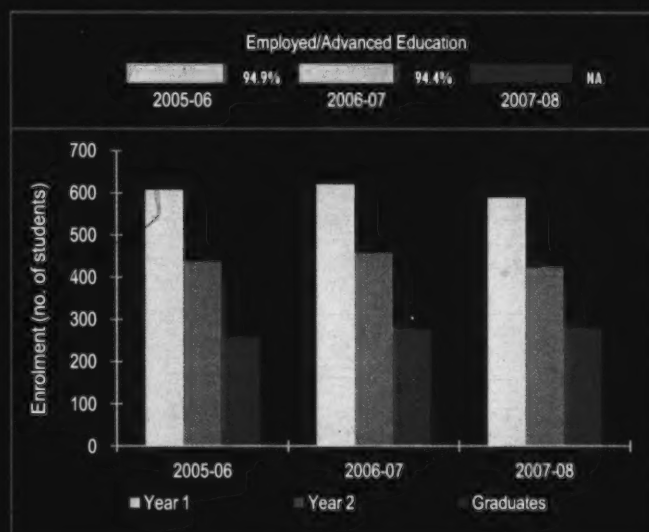
This program combines business management and flight training in a unique program designed to prepare graduates for their first employment in an aviation career. Graduates obtain their commercial license with a night and single engine instrument rating, through training from flight simulation equipment, and flying a variety of aircraft. Further electives may provide training in instructor, float, aerobatic, and multi-engine instrument ratings. The graduates can expect to find employment in various aspects of the aviation industry, including flying and airport management.



Business Administration

Two-year diploma program

As a result of majors including Accounting, Administration, Marketing, and Office Management, graduates move into a broad range of businesses and industry. Some employment areas include banking, insurance, retail management, sales positions and other service industries in large, medium or small enterprises. As a result of the entrepreneurial focus of the second year - a number of graduates have started their own business.

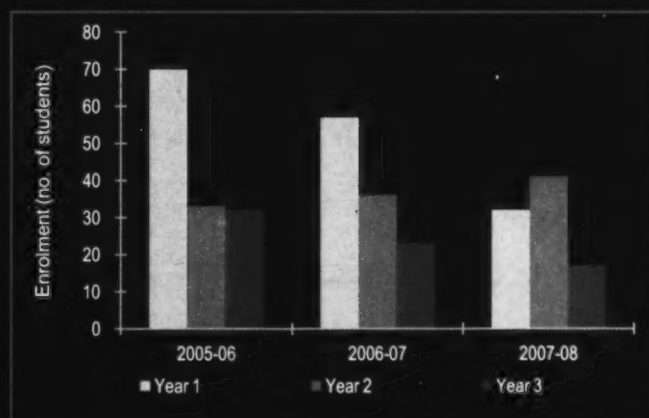


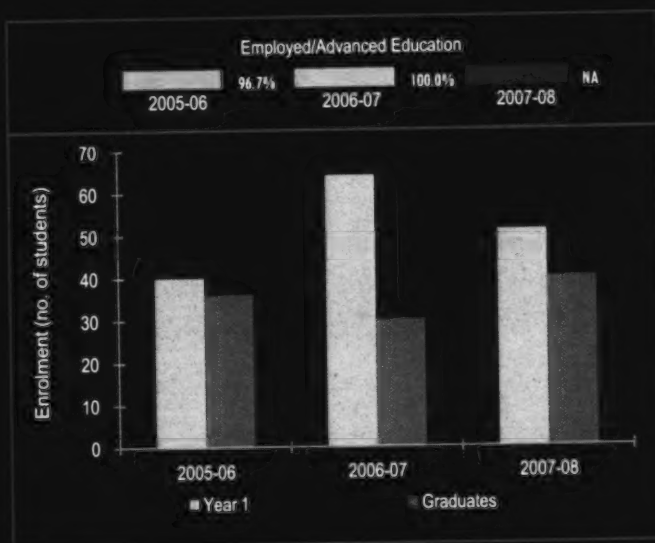
Business Administration Integrated

Three-year diploma program

The Business Administration Integrated program combines adult upgrading with the regular Business Administration program in a three-year diploma program. Graduates will move into a broad range of positions in business and industry.

Note: Business Administration Integrated graduates have been included with the regular Business Administration graduate figures.

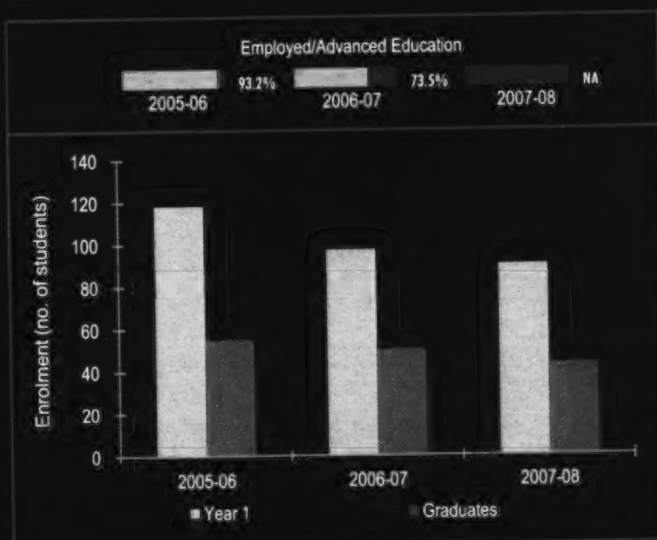




Commerce/Industry Sales and Marketing

One-year certificate program

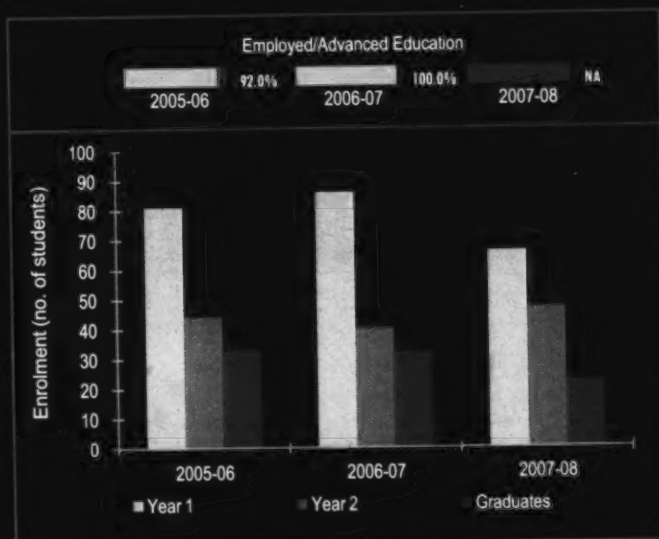
Graduates will gain the knowledge of personal selling skills required for sales success and long term partnerships. An interactive communication process will focus on the identification, development and fulfillment of customer needs and wants. Some employment areas include manufacturing, industrial goods, distribution of office supplies and equipment, transportation services and consumer goods and services.



Computer Accounting Technician

One-year certificate program

Students obtain a thorough knowledge of accounting systems and procedures to enable them to maintain a complete set of records in most types of business. Graduates have found employment as accountants, assistants or accounting clerks in retail, manufacturing, service and not-for-profit organizations or companies.



Computer Analyst/Programmer

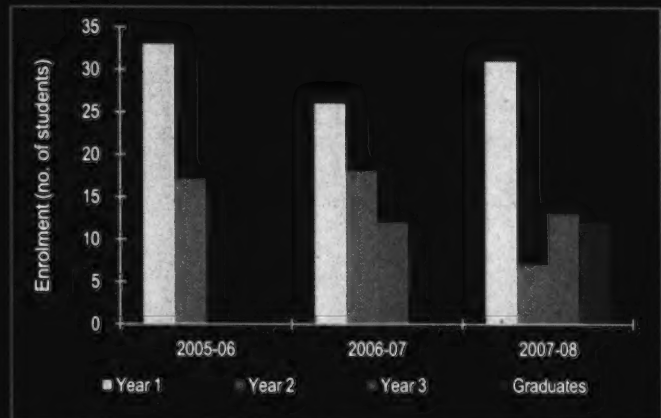
Two-year diploma program

The program is designed to develop proficiency in application development: including analysis and design, data base management and programming. The program includes technical computer courses and related business courses. The program provides in-depth training in several programming languages and development tools. Graduates have a highly developed technical skill set to assume entry-level positions in Information Technology in both the private and public sector.

Computer Analyst/Programmer Integrated

Three-year diploma program

This integrated program is designed for applicants who do not meet the admission requirements for the two-year Computer Analyst/Programmer program, or who choose to take the program over three years. It is intended to meet the needs of Manitoba residents less able to participate or succeed in post-secondary information technology programs because of social, cultural, financial or educational factors. Priority is given to Aboriginal learners and to single parents.

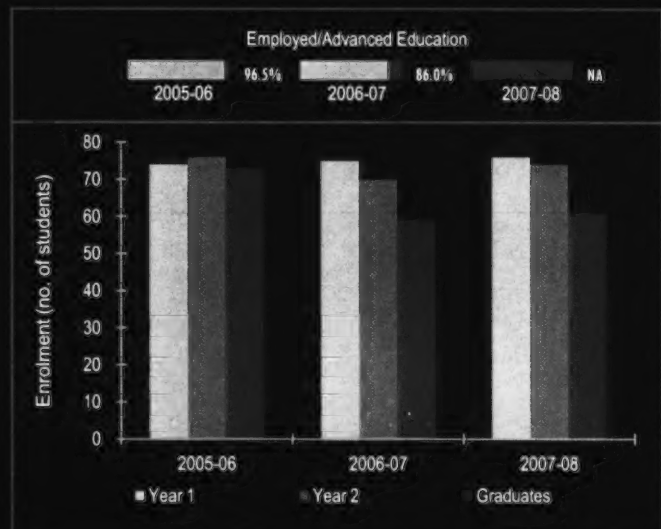


Creative Communications

Two-year diploma program

This program is designed to give students the knowledge and skills to succeed in the communications fields of broadcast production, advertising, journalism, and public relations. Graduates have found employment as journalists in print, radio and television; broadcast production technicians; copywriters and media buyers in advertising agencies, radio and television stations; and public relations personnel in various companies and government agencies.

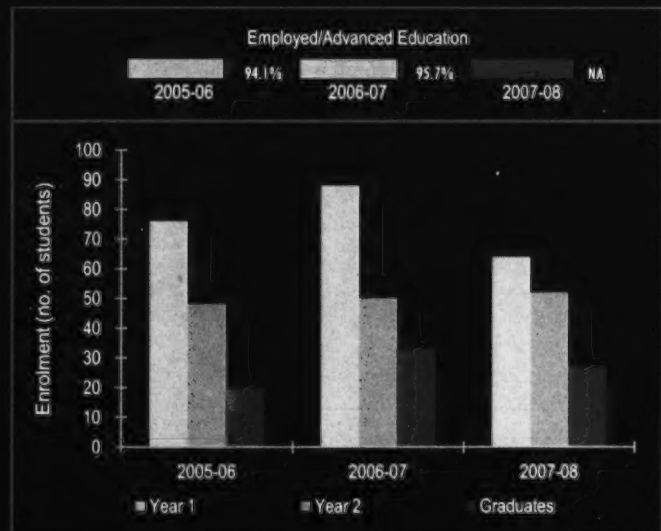
Note: Red River College, in cooperation with the University of Winnipeg, offers students the opportunity to pursue a combined Degree/Diploma in Communications.

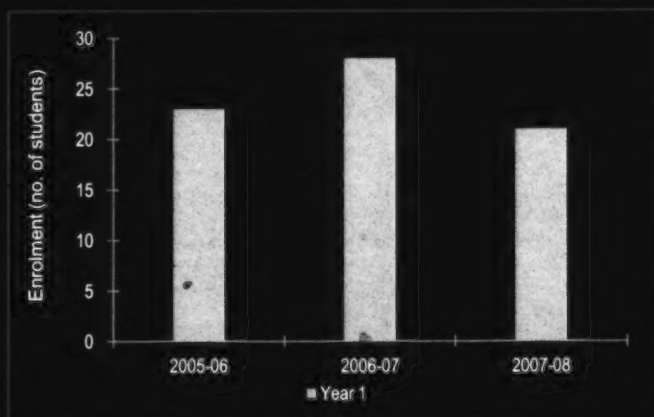


Culinary Arts

Two-year co-op education diploma program

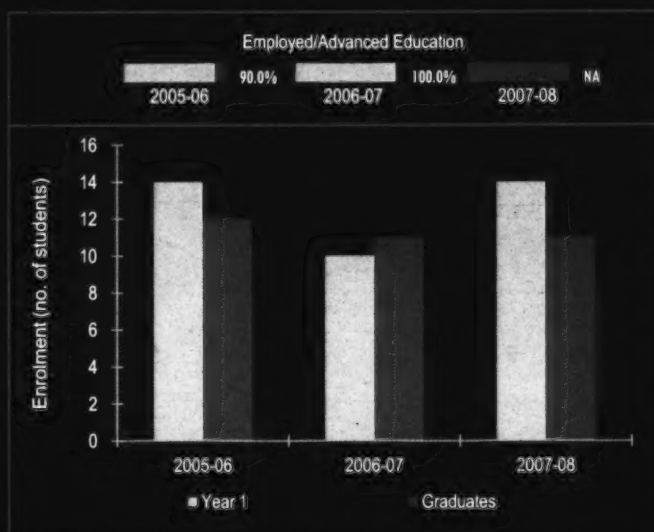
Culinary Arts focuses on developing sound culinary skills to prepare students to meet the challenges of an increasingly sophisticated and demanding hospitality industry. The program includes two terms of paid employment in the kitchens of established hotels, restaurants or private clubs in Manitoba. Culinary Arts also incorporates the use of laptop computers as an integral part of learning and working.





Deaf Literacy

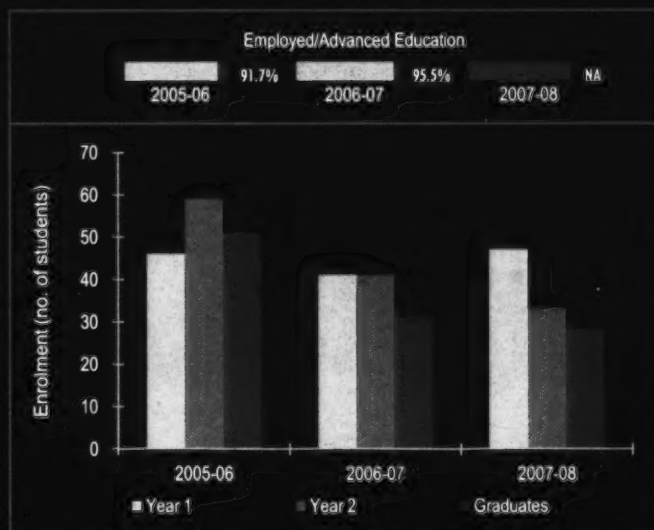
This part-time program encourages Deaf adults who are competent and proficient in American Sign Language (ASL) to learn better reading/writing skills through second language (English) approaches.



Deaf Studies

One-year certificate program

This program is designed to increase fluency in American Sign Language (ASL) and provide knowledge of Deaf culture and history. This program is suitable for anyone who requires language and culture fluency for effective interaction with Deaf individuals, as well as those who intend to apply for entry into an ASL/Interpretation program.



Digital MultiMedia Technology

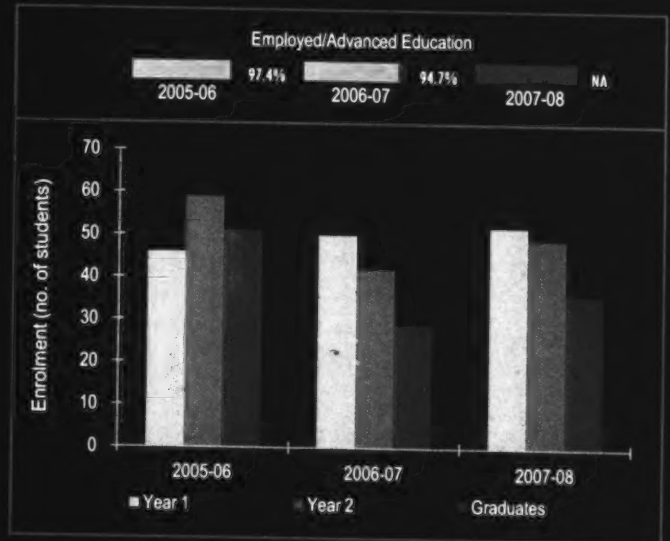
Two-year diploma program

This program offers a balanced program of design instruction, web and interactive technologies and academic courses. It is designed to develop the technical skills and knowledge essential to professional competence and to encourage creativity, imagination and a sense of aesthetic discrimination. Graduates of this program may find employment as web designers, interactive and CD ROM designers, 2D and 3D animators, video post-production technicians and broadcast graphics designers.

Graphic Design

Two-year diploma program

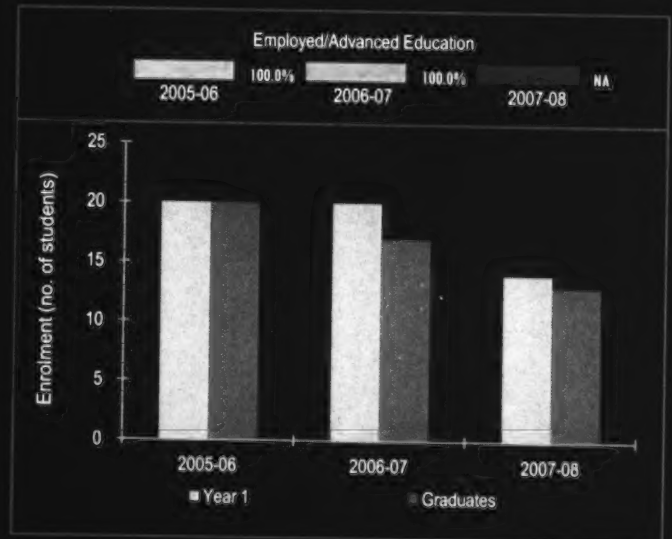
This program provides up-to-date artistic training in the technology, techniques and philosophy of graphic design. Graduates of this program have found employment as production specialists, graphic designers, illustrators and art directors in retail stores, advertising agencies, design and production studios and newspapers. Others are working in television and film studios, and some are employed as freelance artists.



Graphic Design - Advanced

One-year advanced diploma program

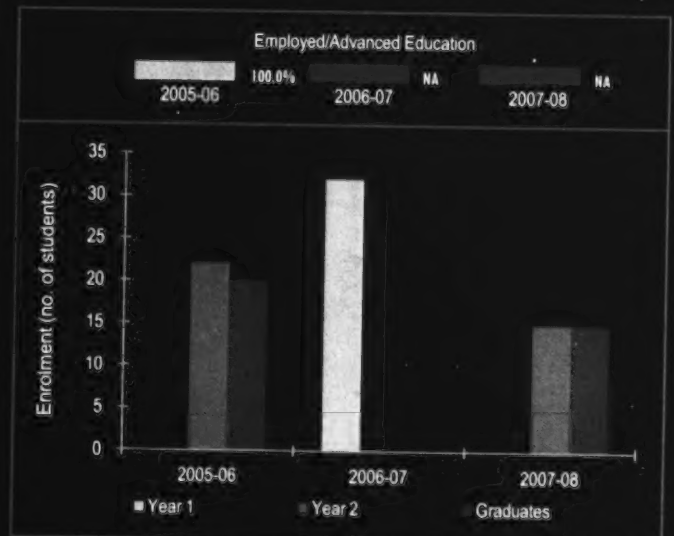
This program focuses on new skill requirements in areas such as advanced computer graphics, marketing and production management. Graduates may find employment in graphic design, 3D animation, interactive document and CD-ROM development, computer games development and internet web-page creation.

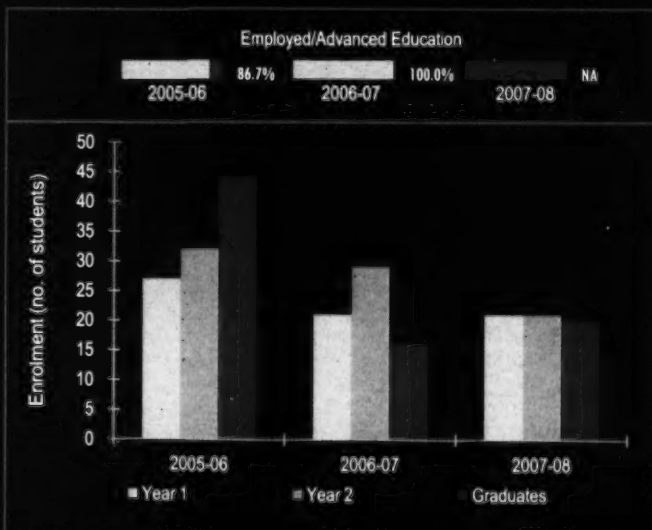
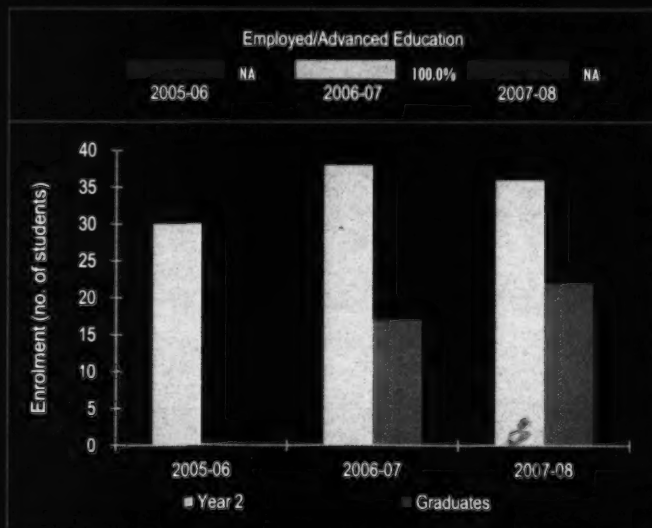
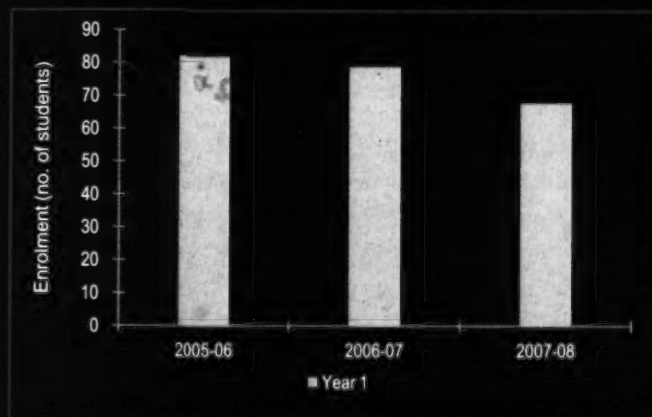


Health Information Management

Two-year diploma program

This program develops the knowledge and skills needed for the collection, retention, analysis and dissemination of health care information required for patient care, research and education.





Hospitality and Tourism Management

Two-year diploma program

Hospitality and Tourism Management is a two-year (24 consecutive months) diploma program with a September entry date. Students will register into a common first year and, prior to entering second year, will select either the **Hotel and Restaurant Management** major or the **Tourism Management** major.

The common first year will provide a mix of general business courses as well as tourism and hospitality specific courses. This is intended to provide exposure to various aspects of the Hospitality/Tourism industry before selecting a second year major in either Hotel and Restaurant Management or Tourism Management.

Hotel and Restaurant Management

Two-year diploma program

Students successfully completing the requirements of first year **Hospitality & Tourism Management** may choose to enter either the Hotel and Restaurant Management major or the Tourism Management major in their second year. The Hotel and Restaurant Management major will focus primarily on two of the eight tourism sectors - Food and Beverage and Accommodation. The courses are delivered from a supervisory or management perspective. The Hospitality Simulation offered in the final term is a capstone course requiring students to work in teams to resolve a variety of case studies, drawing on academic and work experience from previous terms.

Information Systems Technology

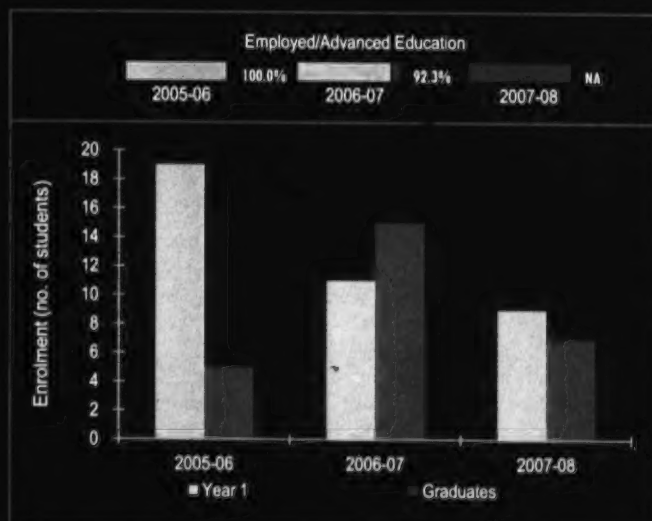
Two-year co-op education diploma program

This program provides students with a highly developed skill set in information technology. Its emphasis is on one of four specialty areas: Application Development, Database Management, Web Development or Networking Management. Graduates will have a solid technical foundation in programming, database concepts, e-commerce applications and networking. Graduates are well positioned to fill entry level positions in their specialty area with the ability to become technical specialists in both the private and public sector.

International Business

Twelve-month advanced diploma program

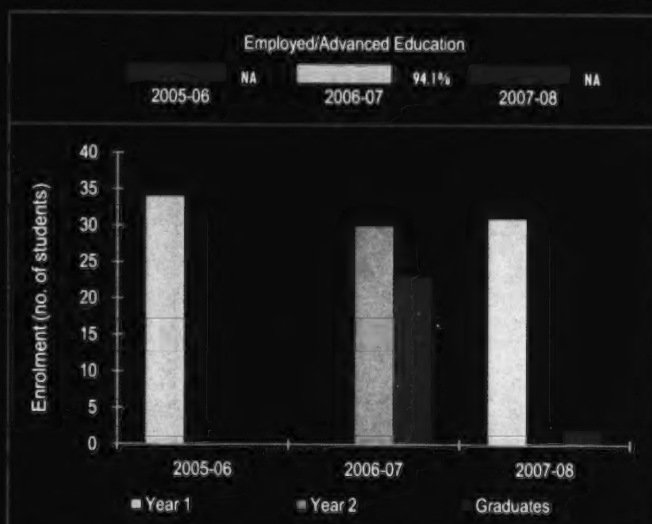
This program develops well-trained and qualified staff who are ready to meet the challenges of global competition in the international marketplace. Graduates have found a wide range of business, industry and organization career opportunities.



Library and Information Technology

Two-year diploma program

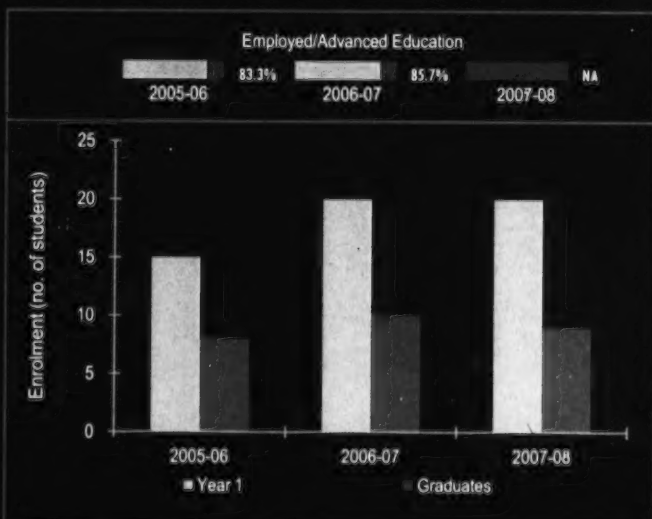
Students learn the necessary public service and technical skills to be productive employees in library and related fields. Career opportunities exist in schools, public libraries, universities, colleges, provincial and federal government departments and agencies, industry, business and hospital or political research, book stores, utilities and publishing computerized information systems.



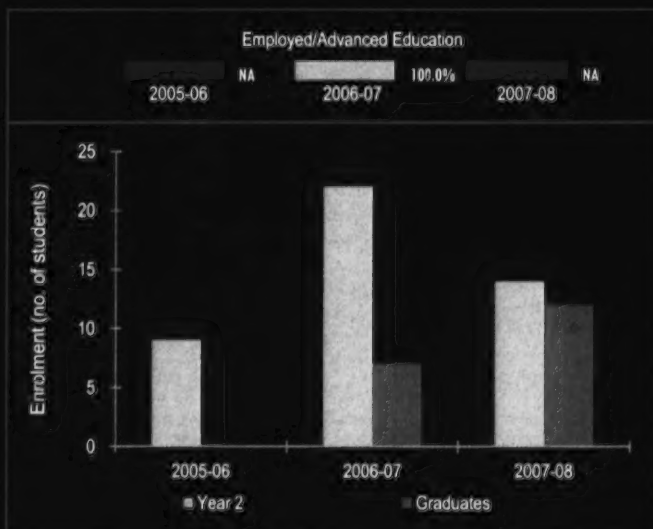
Professional Baking

One-year co-op education certificate program

This program develops basic baking skills and related requirements through classroom instruction, practical lab training and off-campus work experience. A student begins employment as a baker's helper and may advance to a position as a competent tradesperson within approximately one year. Opportunities for employment exist in both large and smaller bakery operations.



Note: Students who entered this program will graduate in August of the following academic year.



Tourism Management

Two-year diploma program

Students successfully completing the requirements of first year **Hospitality & Tourism Management** may choose to enter either the Hotel and Restaurant Management major or the Tourism Management major in their second year. The Tourism Management major discusses elements of the tourism sectors, excluding accommodations and food and beverage. The program mix is intended to provide students with a broad picture of the tourism industry and the scope of employment opportunities available.



School of Construction & Engineering Technologies

Dean Dale Watts

Room A134C, Phone 632-2291,

Email dwatts@rrc.mb.ca

This division comprises three departments: Civil Engineering Technology; Construction; and Electrical/Electronics Engineering Technology. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma and advanced diploma levels.



Architectural/Engineering Technology

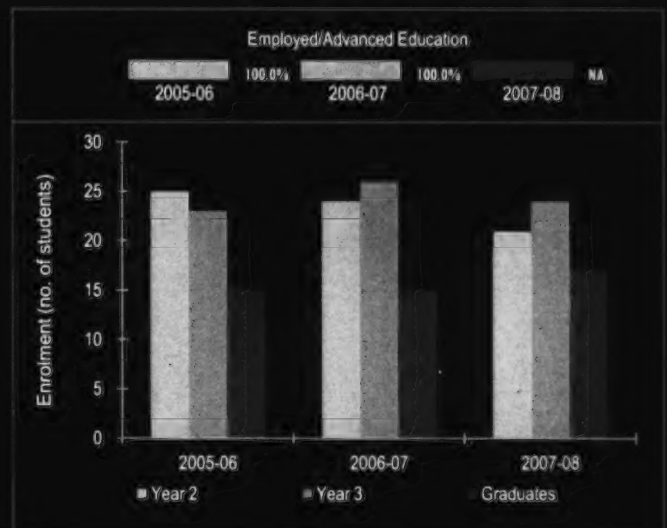
32-month co-op education diploma program

The program trains students to work with the engineering team in the design, detailing and preparation of contract documents for the construction of architectural and related building systems. Graduates have found employment with consulting and mechanical engineers, contractors, fabricators, architects and service industries, as well as with departments of municipal, provincial and federal government services.

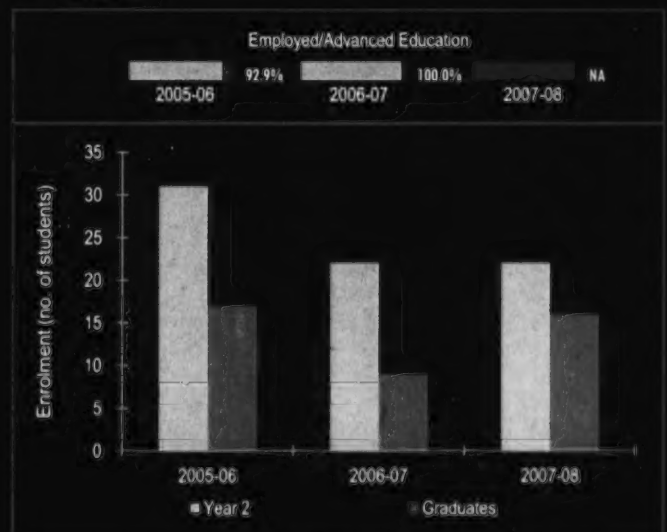
Building Design CAD Technology

Twenty-month co-op education diploma program

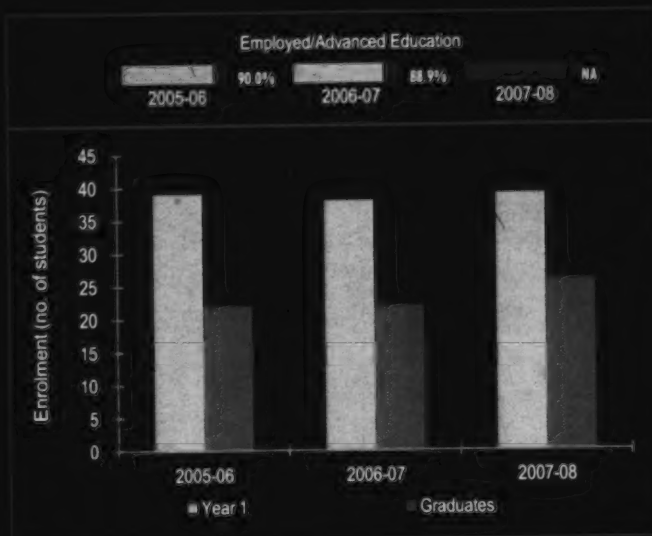
The program builds on the principles of relevance and excellence to equip graduates with expertise in the latest technologies related to engineering construction systems. Building Design CAD Technology graduates are trained in the principles and applications of Architectural and Structural construction systems for careers in: CAD (computer aided drafting), design and construction of building systems, site inspection and supervision, contract administration and project co-ordination, technical sales and support, and building sciences.



Note: A preliminary year of Civil Engineering Technology studies is required.



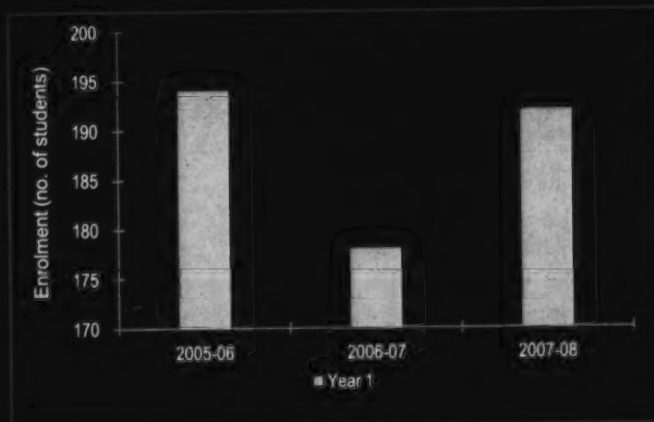
Note: A preliminary year of Civil Engineering Technology studies is required.



Carpentry and Woodworking

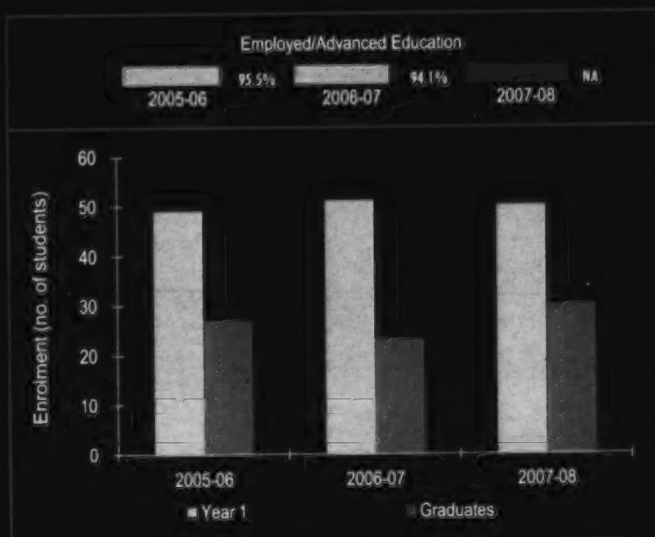
One-year certificate program

Students acquire the basic skills of carpentry and woodworking required to enter an apprenticeship program in carpentry. Graduates have found employment in commercial construction, house building, factories or cabinet-making shops.



Civil Engineering Technology

Civil Engineering Technology offers a number of programs designed to provide students with career training in construction engineering, environmental protection, geomatics, and CAD technologies, as well as Professional Development courses. All Civil Engineering Technology students are registered in a common first year of academic studies, with a September entry date, where the emphasis is placed on developing generic core competencies.



Electrical

One-year certificate program

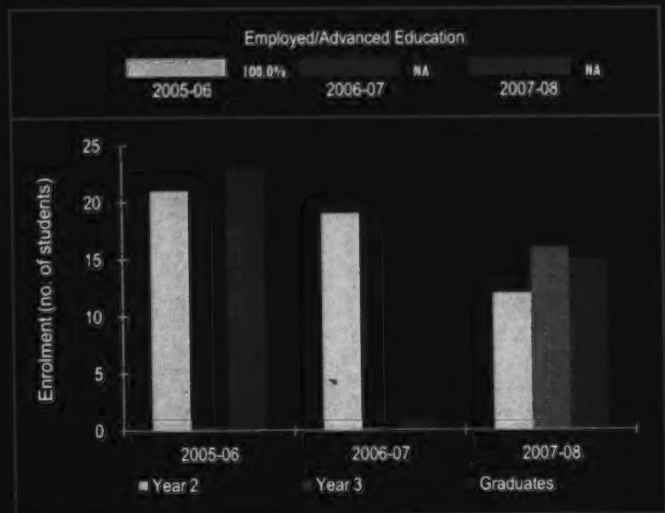
Students develop skills in house wiring, commercial and industrial wiring and controls, and motor repair. Graduates have found jobs in the electrical industry working with house wiring, commercial and industrial wiring and controls and electric motors.

Electrical Engineering Technology

28-month diploma program

This program trains students to design, construct, troubleshoot and maintain a wide variety of electrical power systems. Graduates find employment at the engineering technologist level in electrical utility systems, consulting engineering, electrical manufacturing, electrical contracting, manufacturing and government agencies.

Note: Electrical Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.

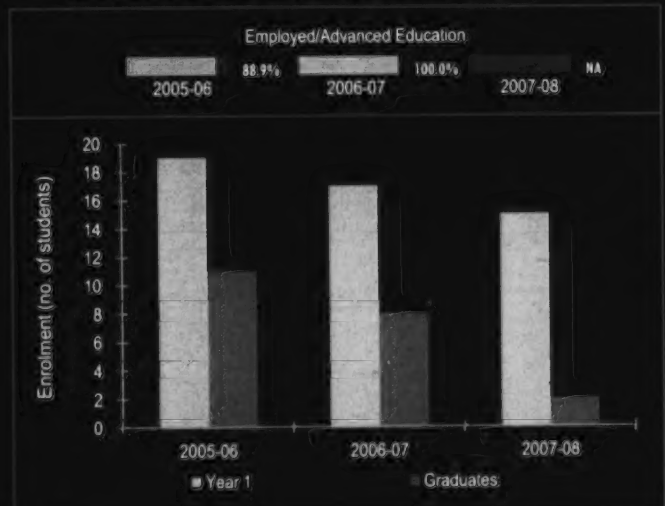


Note: In 2005-06 the Electronic Engineering Technology program group changed to two and a half years (28 months) in length.

Electronic and Network Technician

One-year certificate program

This program develops graduates with a sound knowledge of electrical and digital fundamentals including an expertise in computer servicing, network design, installation and maintenance. Graduates have found employment in automated factories as installer and maintenance staff, as well as medical electronics, computer services and public utilities.

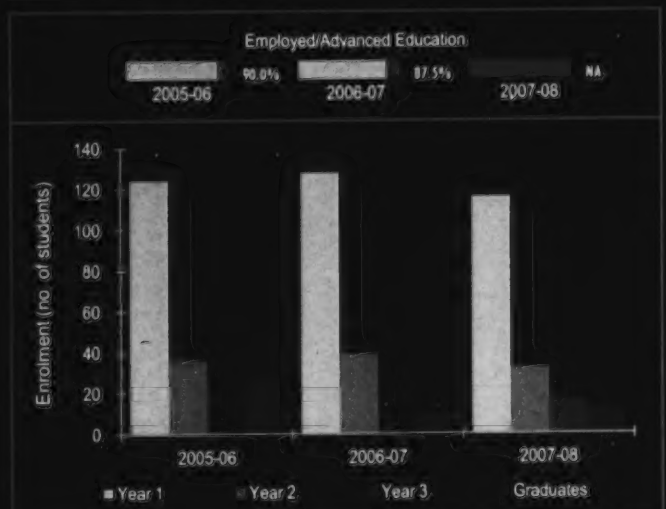


Electronic Engineering Technology

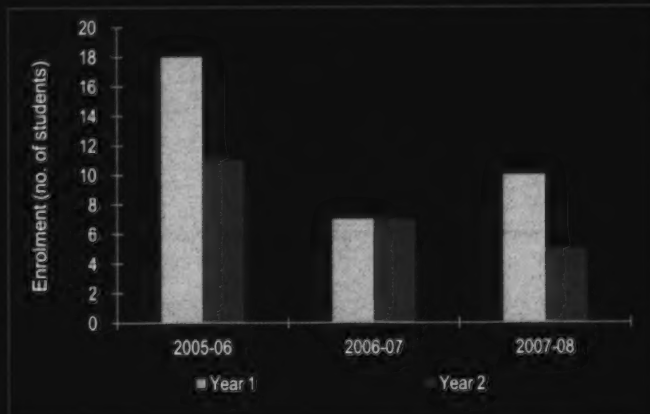
28-month diploma program

This program develops the knowledge and skills required to test, repair and develop a wide variety of electronic systems and equipment. Graduates find employment in a broad range of electronics-related occupations: in research and development; assisting in project development; in technical sales, selling and servicing electronic equipment; and in design and quality control.

Note: The Electronic Engineering Technology program group consists of Electrical, Electronic, and Instrumentation Engineering Technology. Students who successfully complete the first year of studies in Electronic Engineering Technology may remain in their program or transfer into one of the other programs in Year 2.



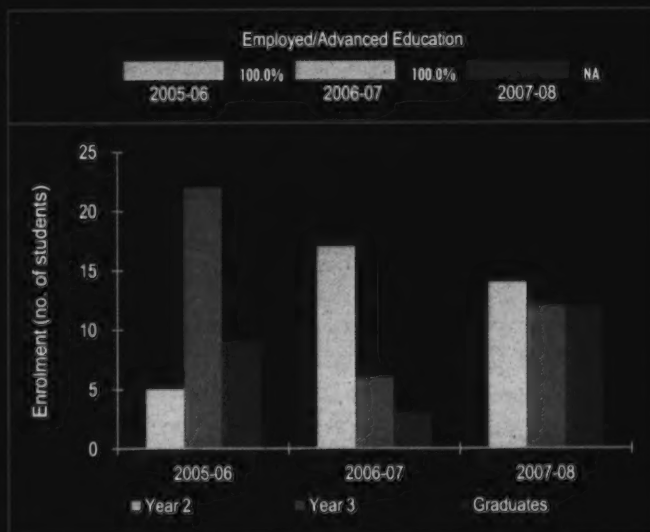
Note: In 2005-06 the Electronic Engineering Technology program group changed to two and a half years (28 months) in length.



Electronic Engineering Technology Integrated

Three and one-half year diploma program

This program is designed for applicants who do not meet the regular admission requirements of the three and one-half year **Electronic Engineering Technology** program or who choose to take it over four years. The integrated program is designed to provide a broad background so graduates are prepared to enter one of the many challenging jobs in aerospace, communications, manufacturing, healthcare, power and network utilities, or other areas in the electrical/electronic sector.

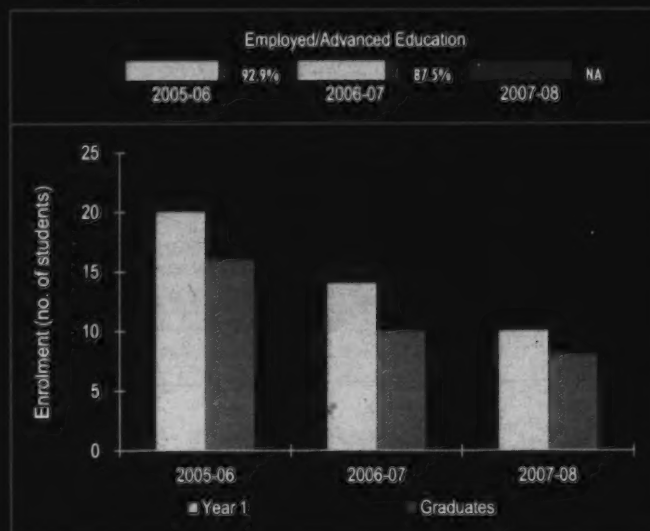


Environmental Protection Technology

32-month co-op education diploma program

Students develop knowledge and skills in the principles and applications of Environmental Protection Technology for careers in waste disposal and water supply, reuse and recycling, workplace health and safety, integrated project management site reclamation, remediation and containment testing, quality control surveying, and global positioning systems and modeling. Graduates find employment with consulting engineering firms, resource-based industries, construction and development companies, inspection and testing agencies, manufacturers, material suppliers, governments and crown corporations.

Note: A preliminary year of Civil Engineering Technology studies is required.



Geographic Information Systems (GIS) Technology

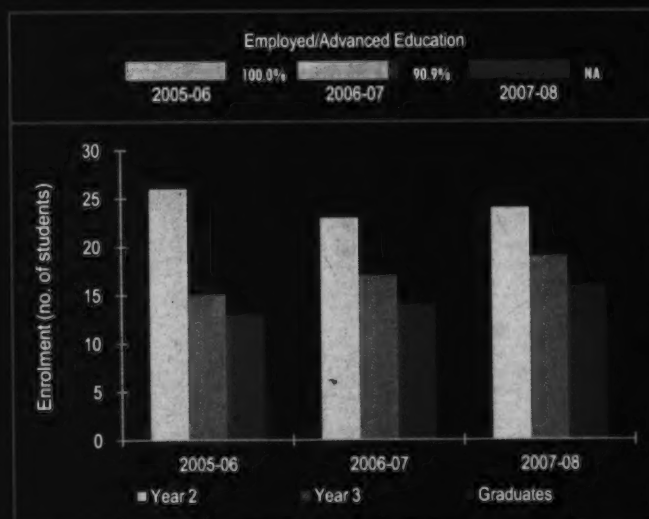
One-year advanced diploma program

This program provides trained technologists and other persons with the technical and conceptual skills in the design, development and implementation of Geographic Information Systems (GIS). Graduates find employment in municipal agencies, resource industries and utilities organizations. An appropriate undergraduate diploma or degree is a prerequisite for entry into this program.

Geomatics Technology

32-month co-op education diploma program

Students obtain knowledge and skills in the legal and engineering surveying fields. Graduates have found employment in a range of construction and resource industries, and in government services. They have been hired for jobs in land surveys, construction and topographic surveys, mining surveys, hydrographic and geodetic surveys.

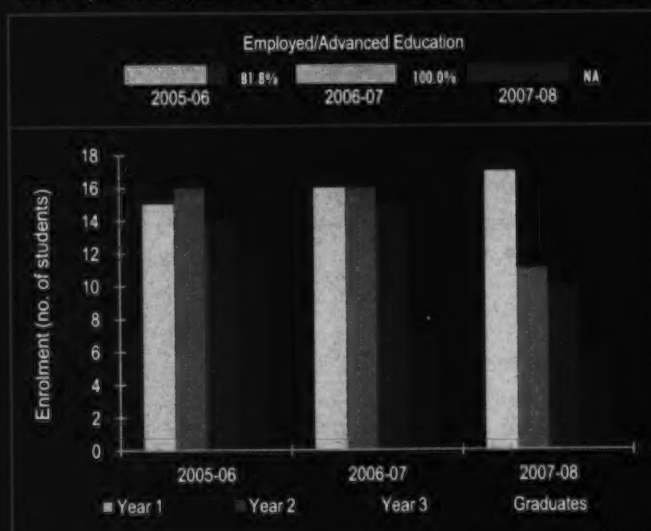


Note: A preliminary year of Civil Engineering Technology studies is required.

Greenspace Management

30-month co-op education diploma program

Students develop the knowledge and skills required to construct and maintain greenspaces such as parks, golf courses and cemeteries. The program focuses on turfgrass construction and management, ground construction and maintenance, equipment operation, pesticide application, irrigation systems, horticulture, arboriculture, computers, office management and strategic planning. Graduates find employment in golf courses, departments of parks and recreation, and cemeteries.

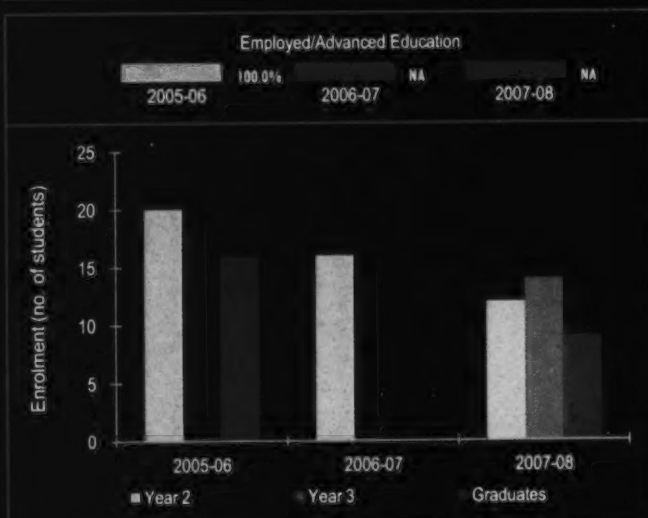


Instrumentation Engineering Technology

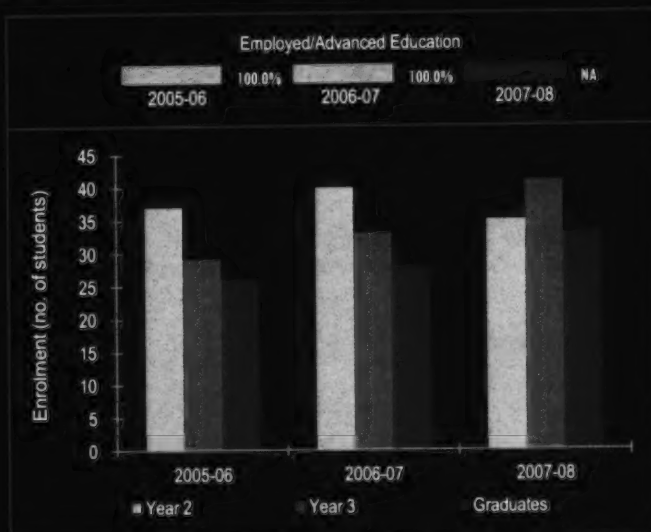
28-month diploma program

Students learn to design, construct, troubleshoot and maintain a wide variety of control systems. Graduates find employment as instrument mechanics, working with tools; as instrument technologists in engineering offices; as junior designers; and as technical sales people. Some graduates have moved into management positions.

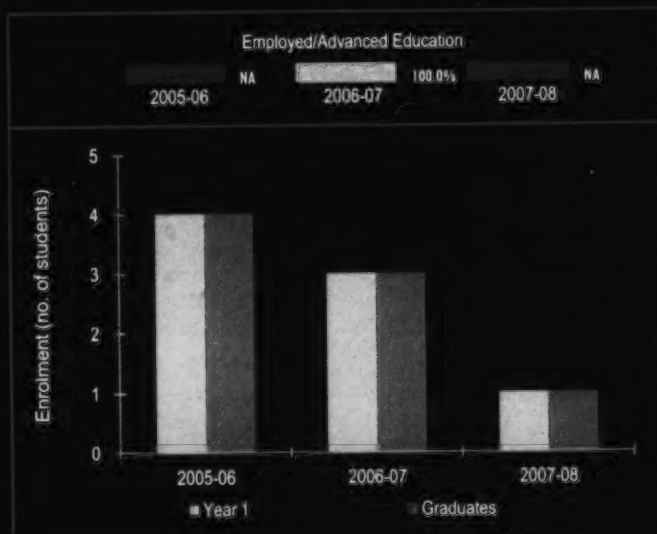
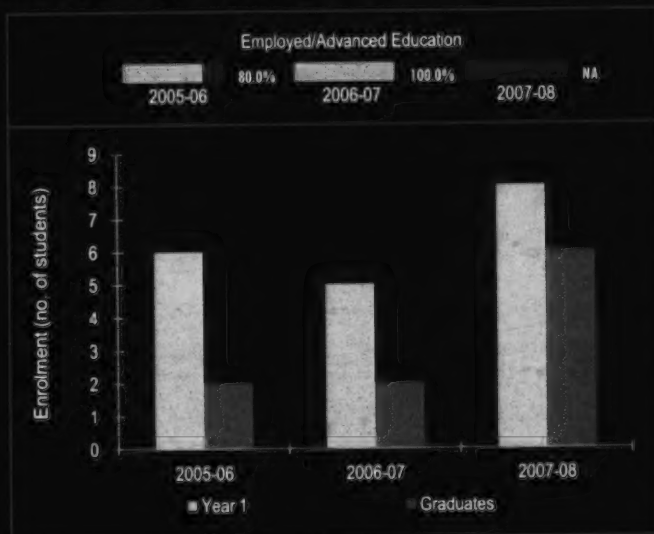
Note: Instrumentation Engineering Technology requires one preliminary year of Electronic Engineering Technology studies.



Note: In 2005-06 the Electronic Engineering Technology program group changed to two and a half years (28 months) in length.



Note: A preliminary year of Civil Engineering Technology studies is required.



Municipal Engineering Technology

32-month co-op education diploma program

This program develops the knowledge and skills needed to assist in the design and construction of municipal services and roadways. Graduates have found work with consulting and engineering companies, government departments and agencies in the design and construction of sewer and water projects, highway projects, earth-retaining and hydraulic structures. Others are employed in equipment and material sales and in the research and manufacture of construction-related products.

Network Technology (CCNA) Certificate

One-year certificate program

This program is intended for entrants who have worked with computer networks and who have more than a basic knowledge of computer systems. This multidisciplinary program encompasses courses covering a range of topics from windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.

Network Technology (CCNP) Certificate

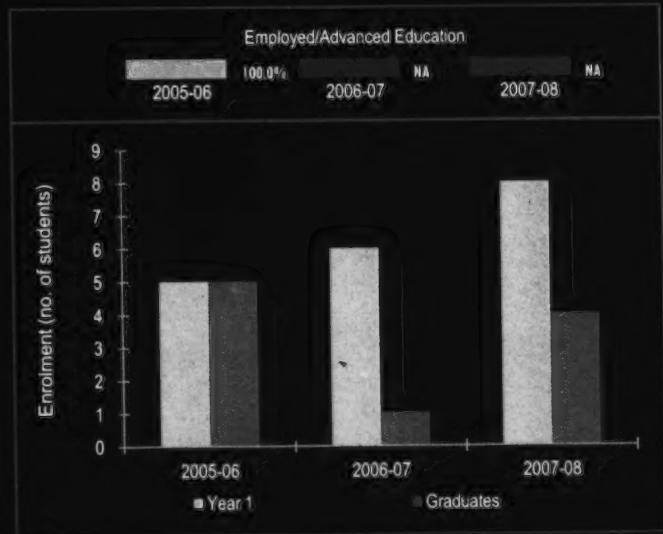
One-year certificate program

This program is intended for entrants who have worked with computer networks and who are certified as CCNA. This multidisciplinary program encompasses courses covering a range of topics including windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.

Network Technology (CCNP) Diploma

One-year diploma program

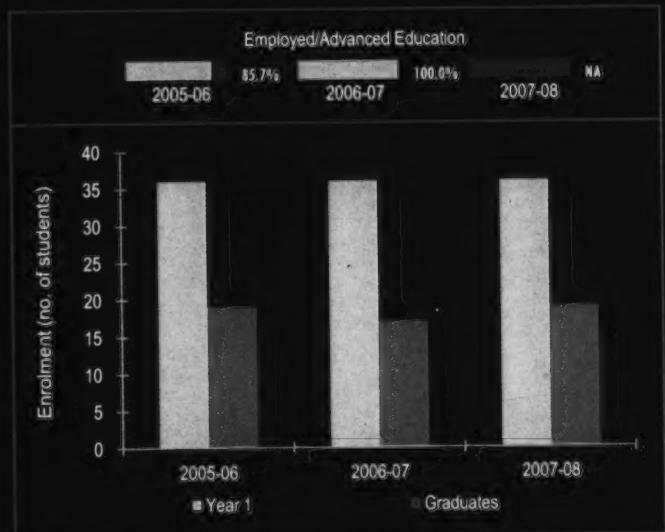
This program is intended for entrants who have completed the Electronic and Network Technician certificate program. This multidisciplinary program encompasses courses covering a range of topics including windows client and server operating systems, computer hardware, advanced networking, network cabling, Unix, wireless networks, VOIP, and network security.



Piping Trades

One-year certificate program

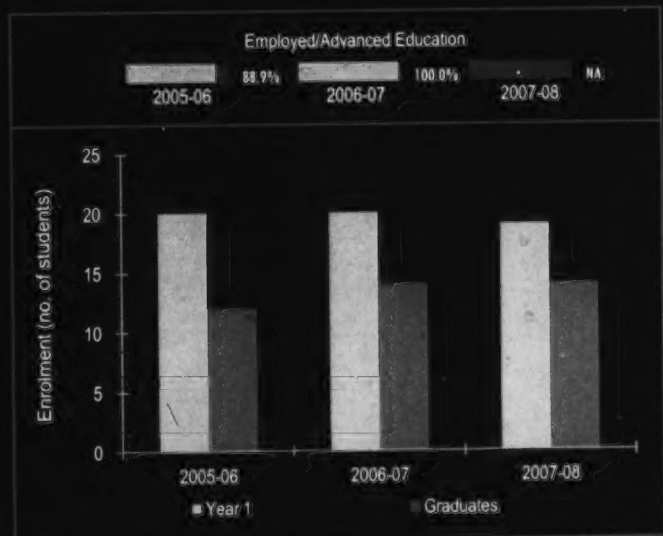
Piping Trades develops the skills needed to install and repair plumbing, steam heating, fire-protection and other piping systems. Graduates have found work with plumbing, heating or fire-protection contractors, or in industrial plants as maintenance people. Some are employed by plumbing and heating wholesale or retail outlets. Others have moved into positions as supervisors, estimators, plumbing contractors and building inspectors, and some are self-employed.

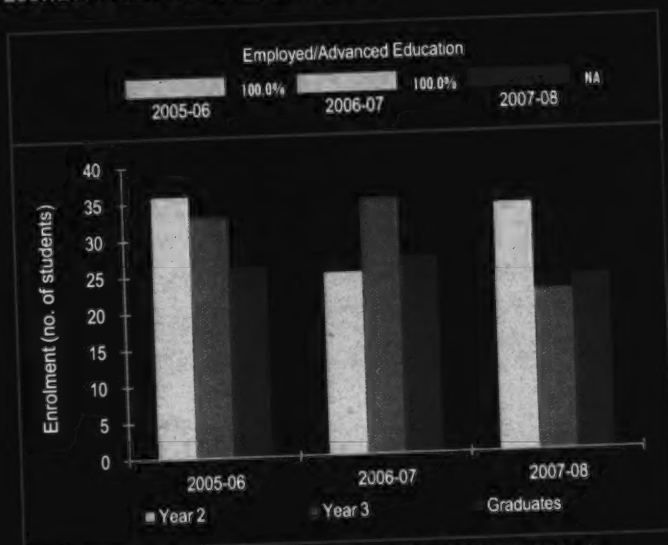


Refrigeration and Air Conditioning Technician

One-year certificate program

This program develops the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. Graduates find employment with refrigeration and air conditioning companies as apprentices or as customer consultants in refrigeration retail stores. Journeypersons work mainly in the construction of cooling plants and cooling cabinets and in the maintenance field for refrigerated vans, hockey rinks, food retailers, air conditioners and industries demanding cold temperatures for their processes.



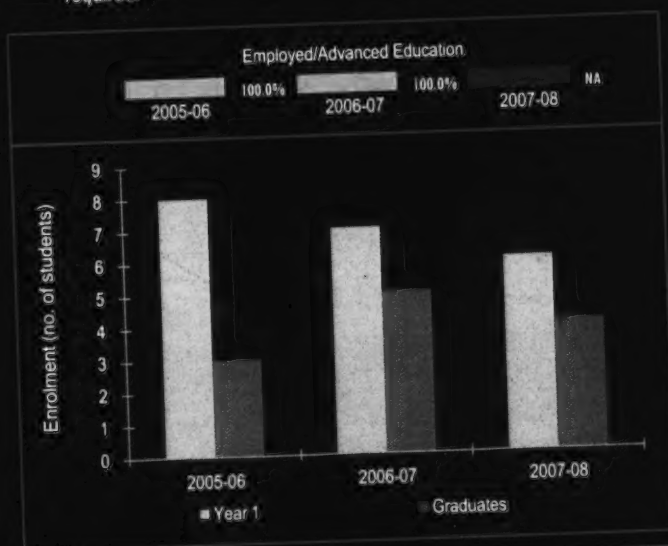


Note: A preliminary year of Civil Engineering Technology studies is required.

Structural Engineering Technology

32-month co-op education diploma program

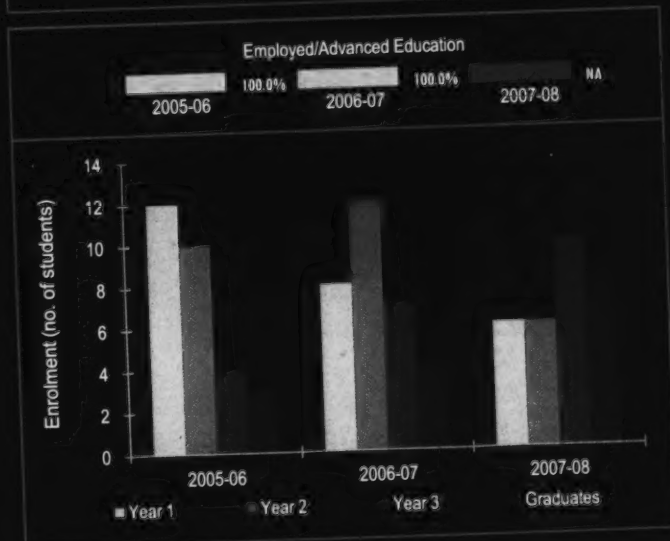
This program provides the knowledge and skills needed to work with the engineering team in the formulation and calculations for structural building systems. Graduates have found job opportunities in structural design and inspection with consulting engineering firms, contractors or government departments.



Wood Products Manufacturing - Certificate

Thirteen-month certificate program

This program develops the knowledge and skills required to operate basic wood processing machinery and tools. Graduates find employment in the wood processing industries as wood machinists, cabinet-makers, assembly-line workers and in sales and supply of wood products.



Wood Products Manufacturing Technology - Diploma

32-month co-op education diploma program

This program develops the knowledge and skills required to operate basic wood processing machinery. The program focuses on wood science, computer operation, CAD/CAM, basic jig and fixture design, machining, woodworking techniques, CNC machine operation and programming, cost estimation and supervisory management. Graduates find employment in the wood processing industries as wood machinists, cabinet-makers, supervisors, shop managers, product designers, CAD/CAM operators/programmers, in sales and supply of wood products and in estimating.

School of Health Sciences & Community Services

Dean Louise Gordon
 Room A134, Phone 632-2215,
 Email lgordon@rrc.mb.ca

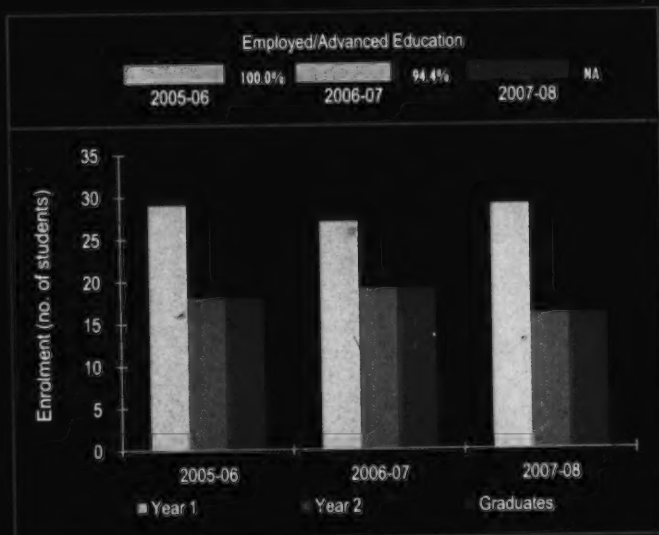


This division consists of three departments: Community Services; Health Sciences, Life Sciences; and Nursing. These departments provide joint baccalaureate, advanced diploma, diploma and certificate programs. As well, the division is involved in a number of community and health service education partnerships with external agencies.

Animal Health Technology

Two-year diploma program

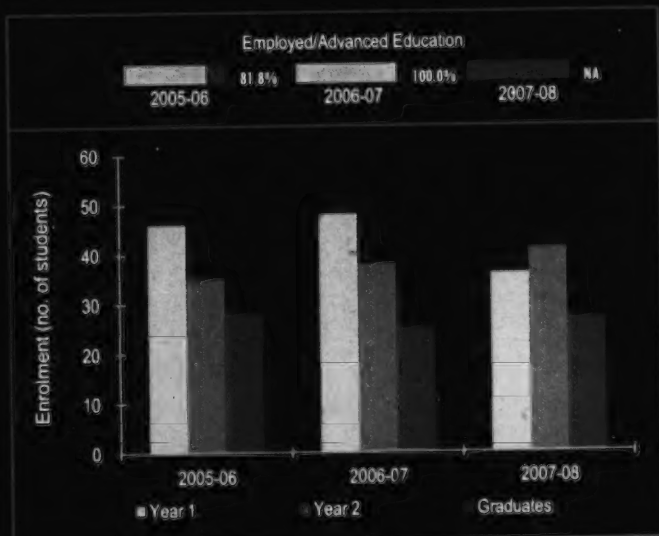
This program educates students to develop the knowledge and skills required to be a member of the animal health care team. Graduates find employment in private veterinary practices, farm production units, research laboratories, zoological collections and the federal or provincial governments.

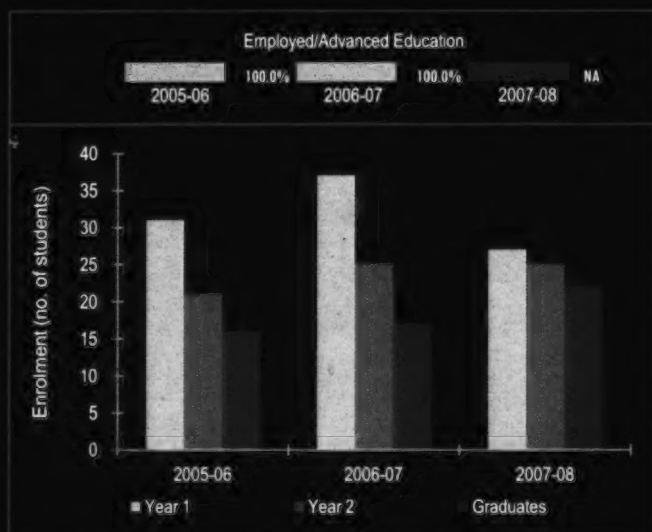


Chemical and Biosciences Technology

Two-year co-op education diploma program

On completion of this program, students will have the knowledge and skills required to work as technologists in the chemical/life sciences fields. Graduates find employment as technologists in the following areas: analytical analysis, research, quality assurance and biotechnology.

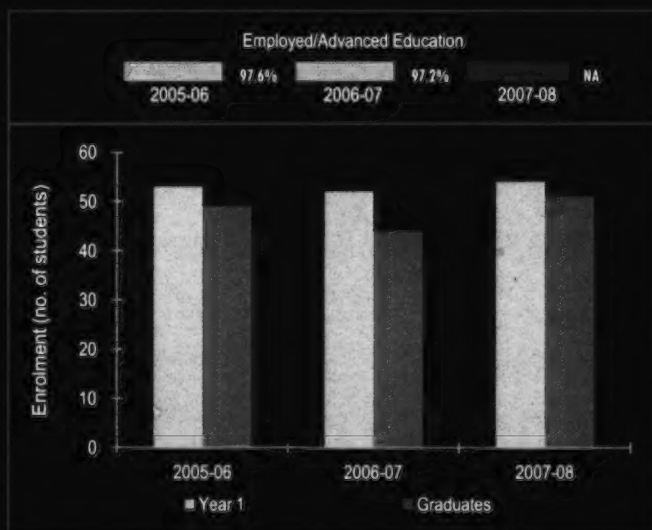




Child and Youth Care

Two-year diploma program

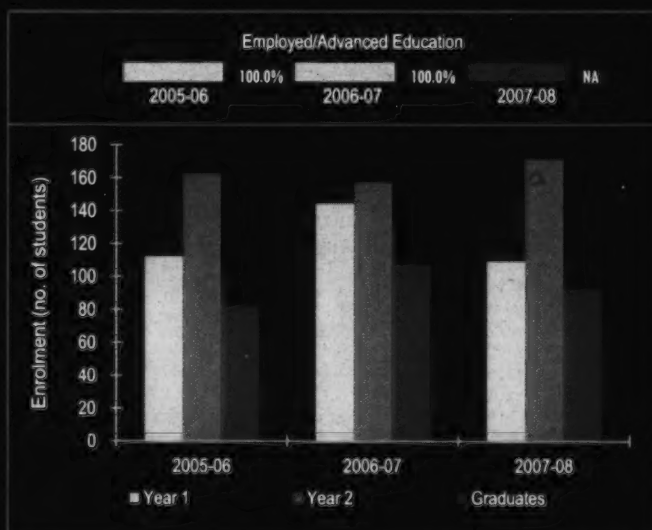
This program provides the skills to enable practitioners to help children, youth and their families develop their strengths and skills to identify and resolve concerns that occur in their lives. Child and Youth Care practitioners work in a wide range of settings with children and youth experiencing behavioural and/or emotional difficulties. The need for child, youth and family support expands in response to the multiplicity of social and economic issues affecting communities.



Dental Assisting - Level 2

One-year certificate program

This program is designed to develop the skills required to assist dentists in all dental procedures, mixing materials and preparation of instruments, operatories and patients. Graduates find employment in private dental offices, large clinics and in government public health programs.



Diploma Nursing (Accelerated)

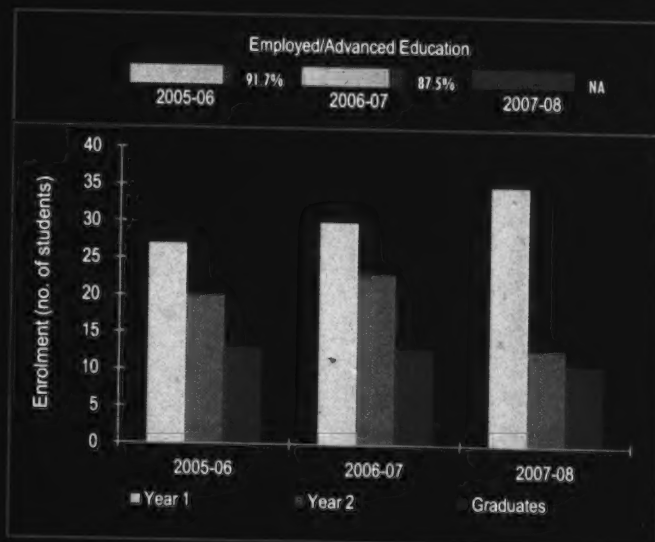
Two-year diploma program

The Diploma Nursing (Accelerated) [DNA] Program is a 25-month continuous program. On successful completion of the program, graduates are awarded a Diploma in Nursing from Red River College and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a diploma program focus on promoting health and caring for those already ill. They provide services to individuals and families in many settings, but primarily in health care institutional settings.

Disability & Community Support

Two-year diploma program

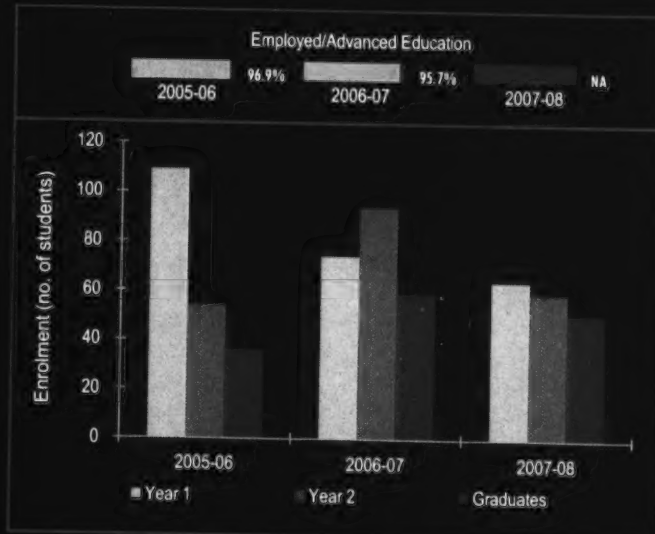
This program provides the knowledge and skills required to provide quality assistance to individuals with an intellectual disability living in the community. Positions may be found in community residential settings, employment-related programs, and developmental and educational services.



Early Childhood Education

Two-year diploma program

The purpose of this program is to equip students with the knowledge and skills required to provide quality child care in the community. Graduates find employment working with young children in a variety of child care centres.

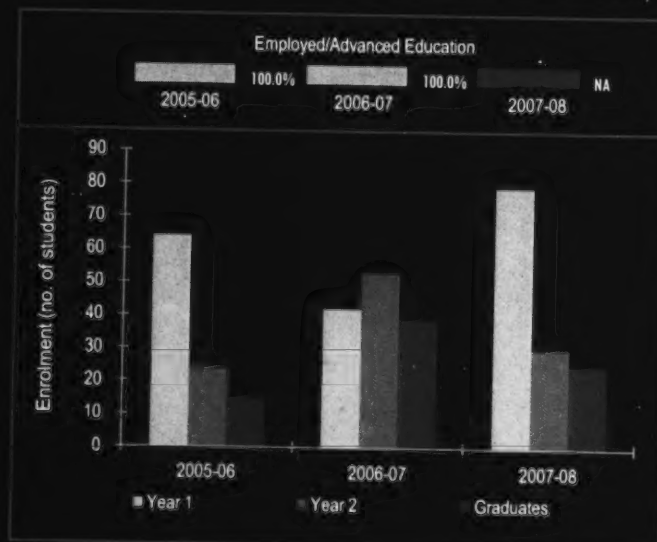


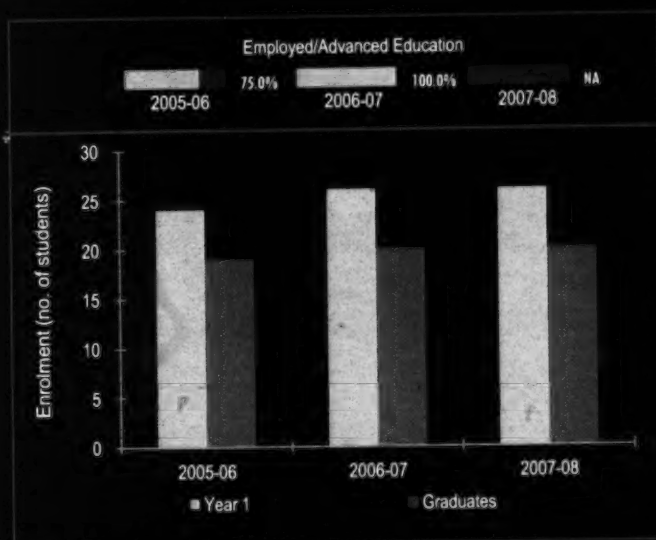
Early Childhood Education - Workplace

Two-year diploma program

The purpose of this program is to equip students who are already in the workforce with the knowledge and skills required to provide quality child care in the community. Students attend classes at Red River College two days a week and work at their current employment for three days a week. Graduates competently plan appropriate learning experiences that stimulate the intellectual, physical, emotional and social development of young children.

Note: Students entering second year will graduate in the following academic year.

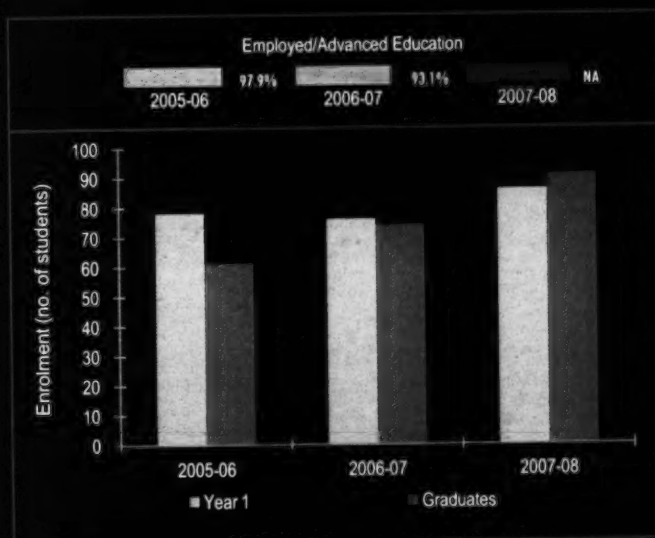




Family Support Worker - FAS/E

Nine-month certificate program

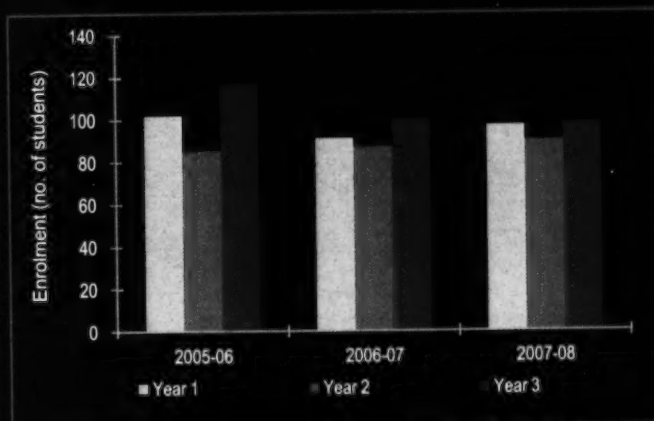
The purpose of this program is to train practitioners to have a wide range of skills including assessment, advocacy, communication, referral and parenting skills. This program is delivered in partnership with Urban Circle.



Health Care Aide

Five-month certificate program

This program is designed to prepare students to become health care workers who, under the supervision of a nurse, assist hospital patients, personal care home residents, or home care clients with meeting their physical, emotional and social needs. Graduates find employment in hospitals, personal care homes, and community or home health care agencies.



Note: Students graduate from the University of Manitoba.

Joint Baccalaureate Nursing

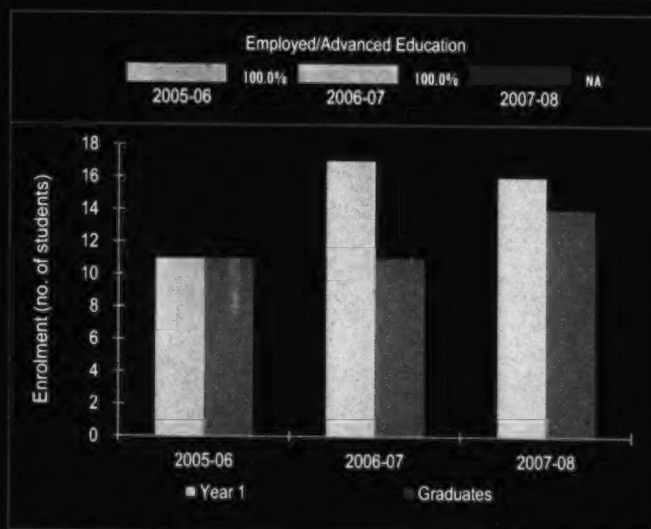
Joint four-year degree program

The Joint Baccalaureate Nursing (JBN) Program is a four-year program offered in partnership with the University of Manitoba (U of M). The students take the first three years of the program at RRC and the fourth year at the U of M. On successful completion of the program, graduates are awarded a Bachelor of Nursing Degree from the U of M, and are eligible to write examinations to become members of the College of Registered Nurses of Manitoba and use the designation "Registered Nurse". Registered Nurses graduating from a degree program focus on promoting health and preventing illness, and caring for those already ill. They provide services to individuals, families and communities in institutions, clinics, private homes and a broad range of other settings.

Magnetic Resonance Imaging and Spectroscopy

Nine-month advanced diploma

This advanced program teaches proficiency in producing high quality images and optimal utilization of MRI equipment. Graduates are prepared to write the National Certification examinations and are also prepared in basic spectroscopy. This is a partnership program with the Institute of Biodiagnostics at the National Research Centre and clinical sites.

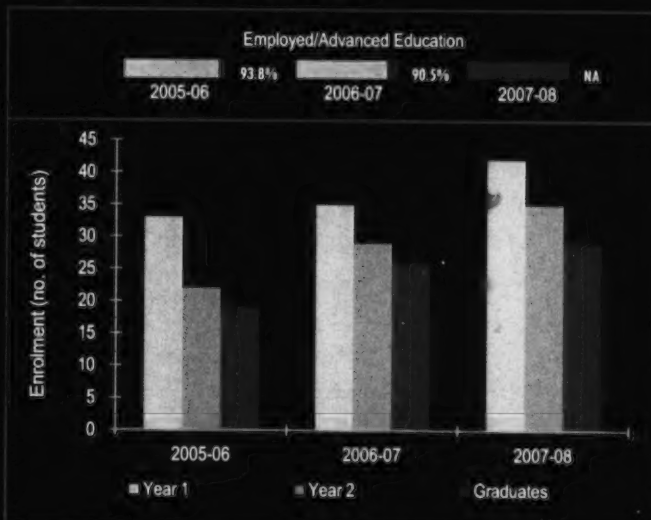


Medical Laboratory Sciences

Two-year diploma program

This program is designed to provide the academic foundation and supervised practical experience to develop the required skills in 5 sub-specialty areas for working in a medical laboratory environment.

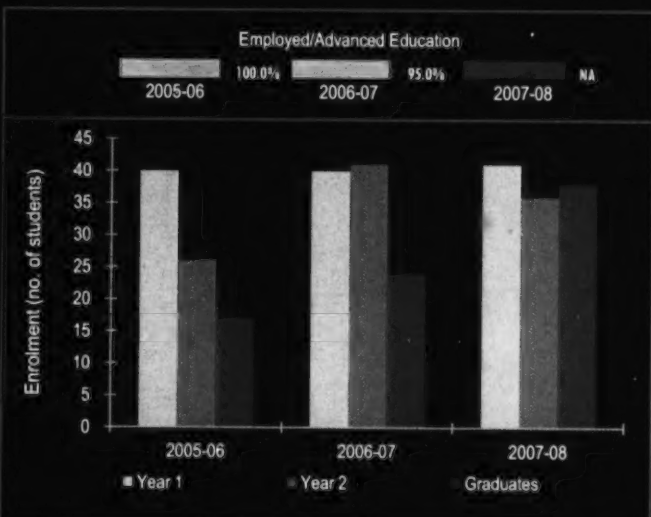
Graduates find work in hospitals, other health care facilities, private and government labs and Canadian Blood Services.

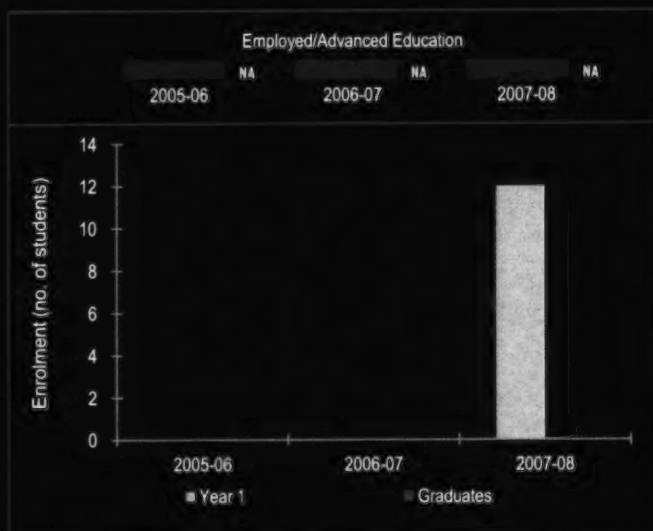


Medical Radiologic Technology

Two-year diploma program

The purpose of this program is to develop proficiency in the management of patients and the safe operation of x-ray equipment. Graduates find employment in hospitals and medical clinics. Some are working in related teaching and research, while others are employed as technical advisors or representatives for x-ray equipment and supply manufacturers. Graduates may choose to further their training in magnetic resonance imaging and ultrasound programs.



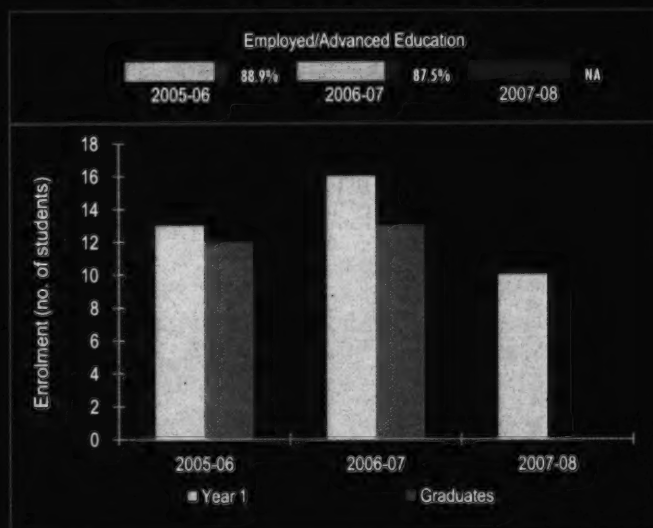


Note: 2007-08 was the first year for this program.

Pharmaceutical Manufacturing

Eight-month certificate program

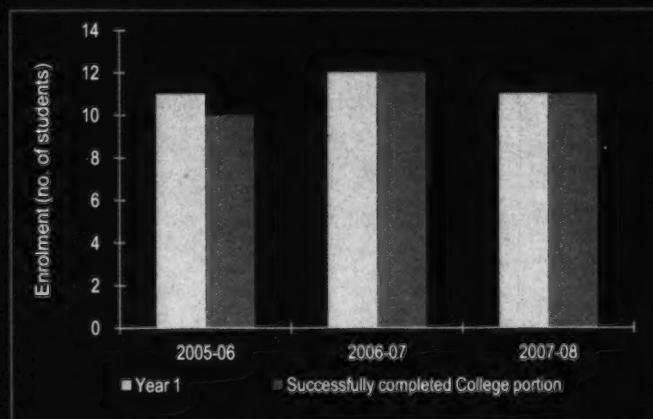
Pharmaceutical Manufacturing provides pharmaceutical manufacturing skills such as documentation, safety and cross contamination prevention, milling and blending of powders, tablet compression, and pass/fail criteria. Graduates are employed as production technicians with Manitoba's regulated pharmaceutical manufacturing companies.



Quality Assurance/Quality Control (QA/QC) in the Pharmaceutical Industry

One-year advanced diploma program

This program will provide instruction in the concepts of working in a manufacturing environment controlled by regulatory agencies. As a QA/QC specialist, a graduate will be eligible to work in Good Manufacturing Practices (GMP) regulated laboratories or GMP regulated pharmaceutical manufacturing companies in quality control laboratories or in quality assurance, as well as in International Standards Organization (ISO) or Good Laboratory Practices (GLP) regulated laboratories.



Radiation Therapy

Two years

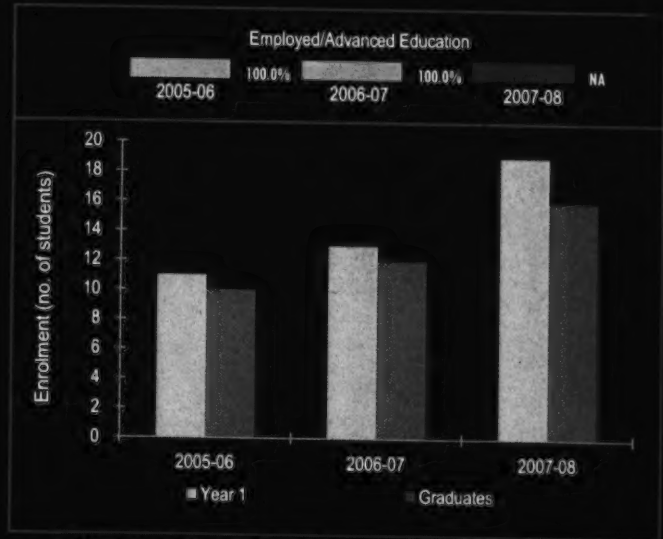
This program develops the knowledge and skills required to work in the treatment of cancer by use of ionizing radiation. Graduates find employment in cancer treatment centres in Manitoba and across Canada.

Note: Students complete 15 weeks at RRC. The remainder of the two years is completed at clinical and hospital sites across Manitoba and Saskatchewan.

Rehabilitation Assistant

Joint one-year certificate program

This program, offered jointly by RRC and Winnipeg Technical College, prepares students with the knowledge and skills necessary to provide rehabilitative care to clients and families under the supervision of a licensed rehabilitative therapist (i.e. Physical Therapist, Occupational Therapist, Speech and Language Pathologist). Graduates are employed in a variety of areas including health care facilities, schools and other organizations providing home therapy service.



Note: Graduates are from the previous academic year class.





School of Indigenous Education

Dean Marti Ford

Room F116, Phone 632-2534,

Email mford@rrc.mb.ca

The division offers a number of strategic programs and services designed to assist students from various backgrounds to be successful in all areas of the College. An important focus has been co-operative work with the Aboriginal community. The division continues to improve programming and supports for Aboriginal (First Nation, Metis and Inuit) students and to improve services to Aboriginal communities by partnering with organizations and agencies in providing community-based education programs.

This division includes the Aboriginal Education/Program Development and ACCESS Programs department, and the Aboriginal Student Support and Community Relations unit.

ACCESS Model Programs

The ACCESS Model Program is designed to provide admission to specific Red River College programs for individuals who would not otherwise have the opportunity to attend College because of social, economic or cultural factors; formal education; or geographical location (inaccessibility to post-secondary institutions).

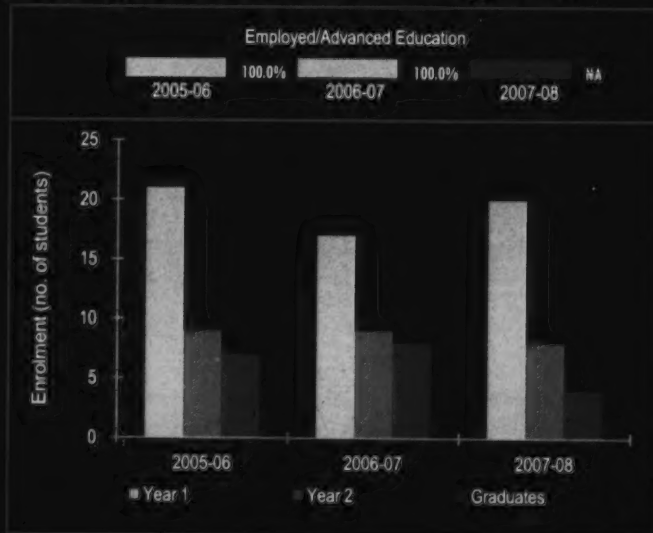
The ACCESS Model Program offers entry into the following programs:

- Southern Nursing Program
- Business Administration Integrated
- ACCESS Civil Engineering Technology
- Other - *Students accepted into other regular Red River College day programs can apply for funding and/or other support services through the ACCESS Program office providing they meet the basic criteria.*

ACCESS Supports

The ACCESS Model Program promotes student success by providing academic supports, personal support/counselling and financial support.

Aboriginal Education Programs



Aboriginal Self-Government Administration

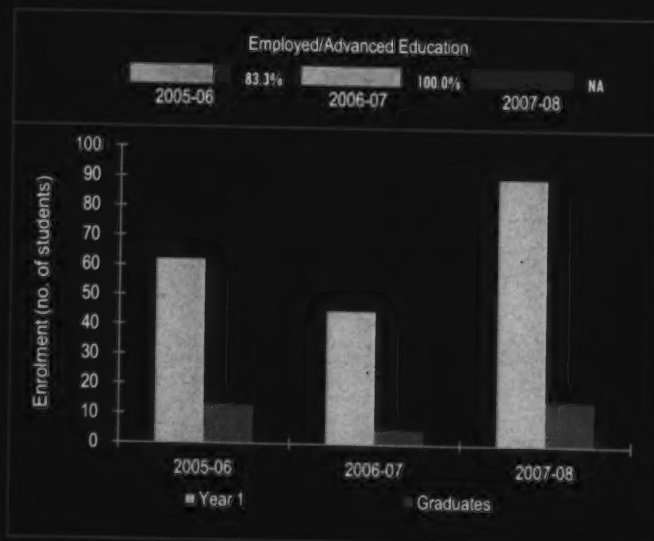
Two-year diploma program

This program provides training for Aboriginal students in the Aboriginal self-government process. Training is provided in all the fundamental aspects of the self-government process, including knowledge of political systems, traditional and existing models of self-government, and the skills associated with administration, finance, management and policy analysis.

Biindigen College Studies

One-year certificate program

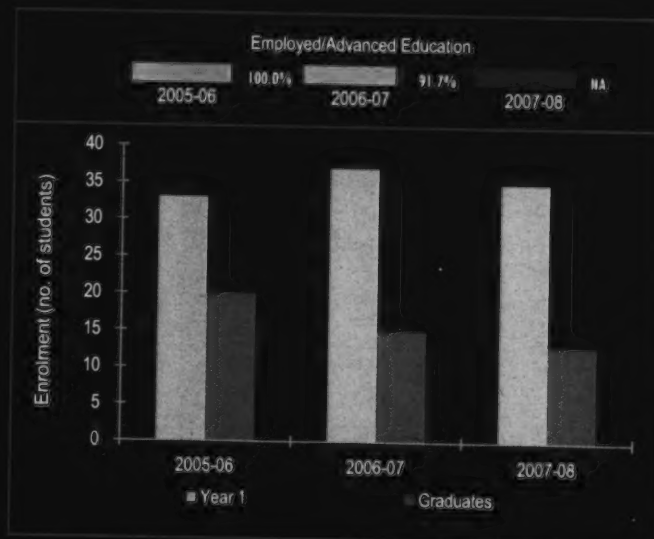
The purpose of this program is to assist Aboriginal students to achieve the appropriate prerequisites and skills to transfer into other College programs of their choice. One of the mandates of the Biindigen College Studies program is to support the incorporation of Aboriginal perspectives into the curriculum content. Moreover, the College strives to nurture the academic, spiritual, physical and emotional needs of students to assist them in achieving balance during their academic training and in other areas of their lives outside of the College environment. Students take credits to be transferred into other College programs, however, in addition to the regular program offerings, Biindigen College Studies' courses are registered as dual credits so students can also graduate with a Mature High School Diploma.



College Preparation for Nursing

One-year certificate program

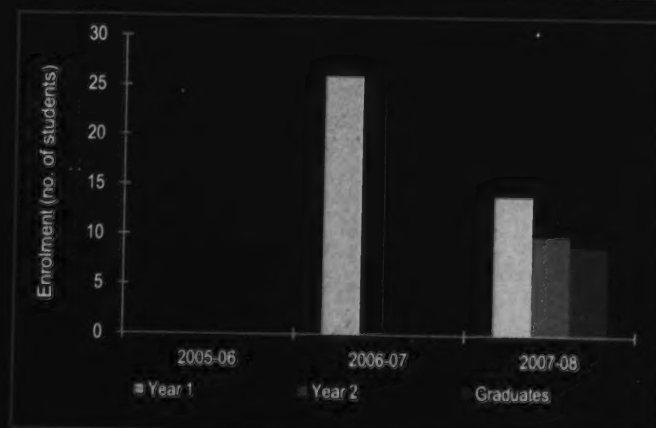
This program is designed to provide students with the academic and professional skills necessary to enter and be successful in the Joint Baccalaureate Nursing Program.

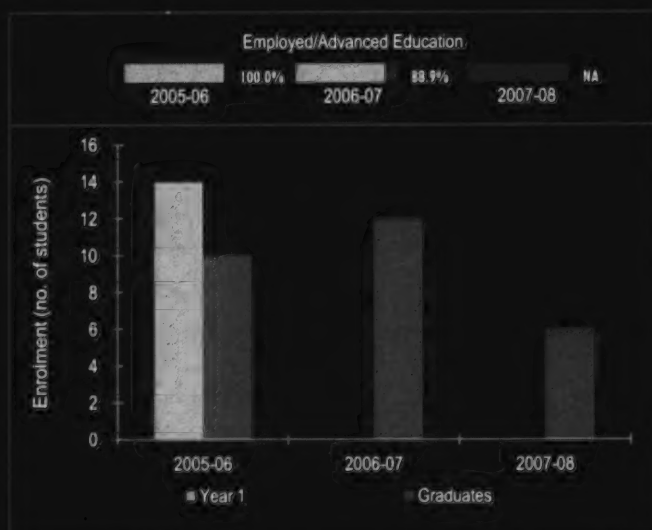


Community Development/Economic Development (CD/CED)

Two-year diploma program

This program offers opportunities for people to develop skills to work in community development in the inner city. Graduates will have the knowledge and skills to strengthen community-capacity building and focus on the strengths of individuals and communities.

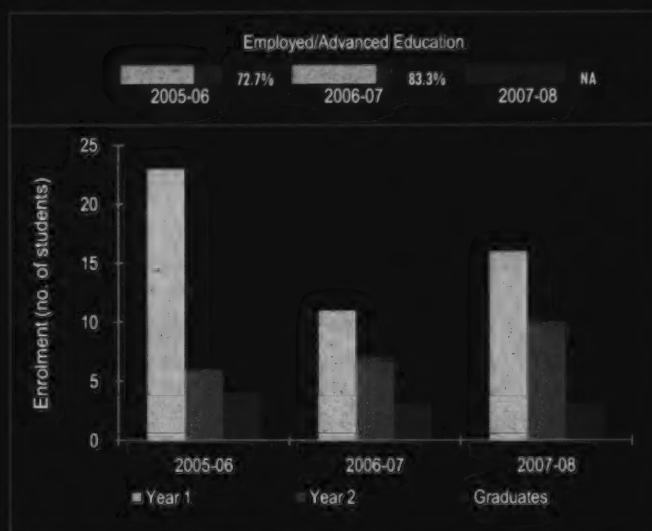




Community Development/Economic Development Certificate

One-year certificate program

Students who successfully complete the first year of the Community Development / Economic Development program and exit the program may receive a Community Development certificate.

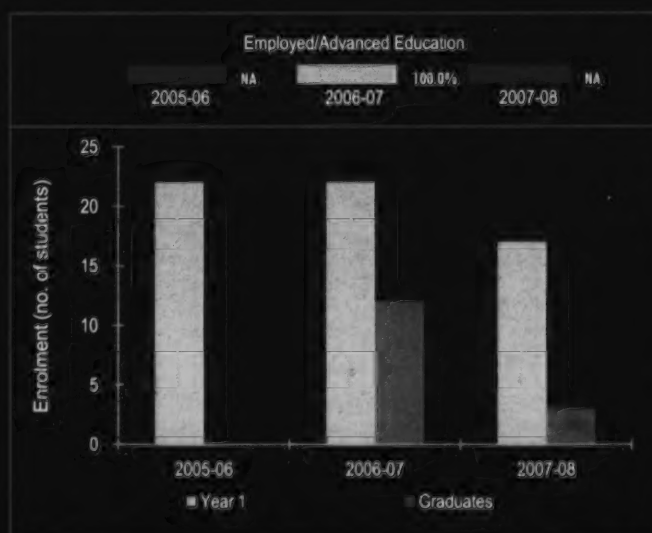


Computer Applications for Business

Two-year diploma program

The Computer Applications for Business program teaches students to use relevant Microsoft Office technology, prepare accurate business correspondence, communicate effectively and professionally in business environments while respecting cultural diversity, develop problem solving, decision making and management skills, and manage change while balancing professional and personal responsibilities.

Note: The name of this program was been changed from Information and Office Administration to Computer Applications for Business in 2007-08.



Information and Office Assistant

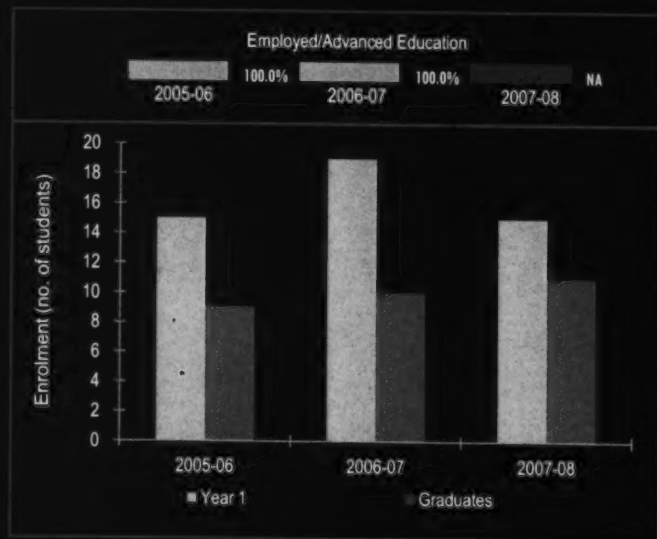
One-year certificate program

Students who successfully complete the first year of Computer Applications for Business and exit the program may receive a certificate in Information and Office Assistant.

Introduction to Trades

Five-month certificate program

This program is designed to introduce Aboriginal students to and prepare them for entry into existing RRC trades programs. The trades programs include Automotive Technician - Certificate, Carpentry and Woodworking, Electrical, Manufacturing Technician, Outdoor Power Equipment Technician, Piping Trades, Precision Metal Manufacturing, and Welding.





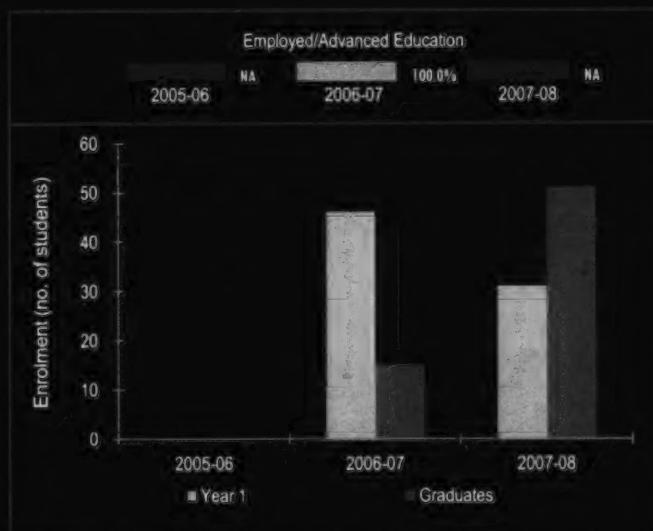
School of Transportation, Aviation & Manufacturing

Dean Don MacDonald

Room A138, Phone 632-3990,

Email dmacdonald@rrc.mb.ca

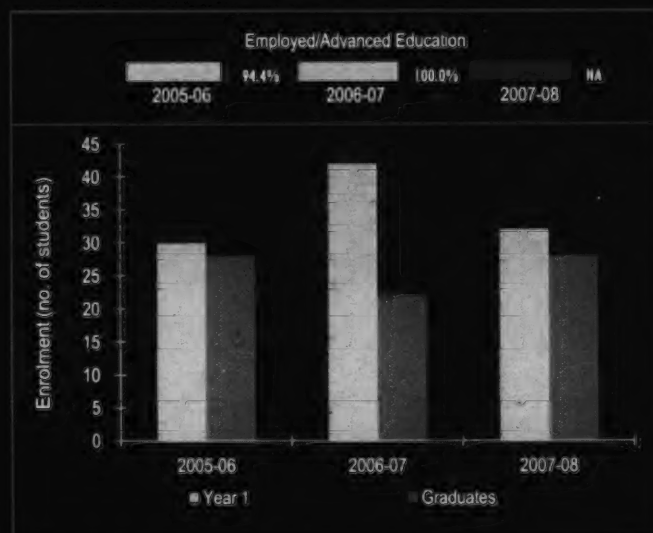
This division comprises two departments: Mechanical, Manufacturing and Communications; and Transportation, Mathematics and Science; as well as the Stevenson Aviation and Aerospace Training Centre. These departments provide training in apprenticeship, diploma and certificate programs. The division provides trades, technology, and apprenticeship education and occupational training to support the Manitoba economy and infrastructure at certificate, diploma, and advanced diploma levels.



Aerospace Manufacturing

Five-month certificate program

This program was developed through a collaborative effort between Boeing Canada, Bristol Aerospace, and Red River College. Students acquire the skills and techniques required in positions as skilled production workers in the area of aerospace composite manufacturing.



Aircraft Maintenance Engineer

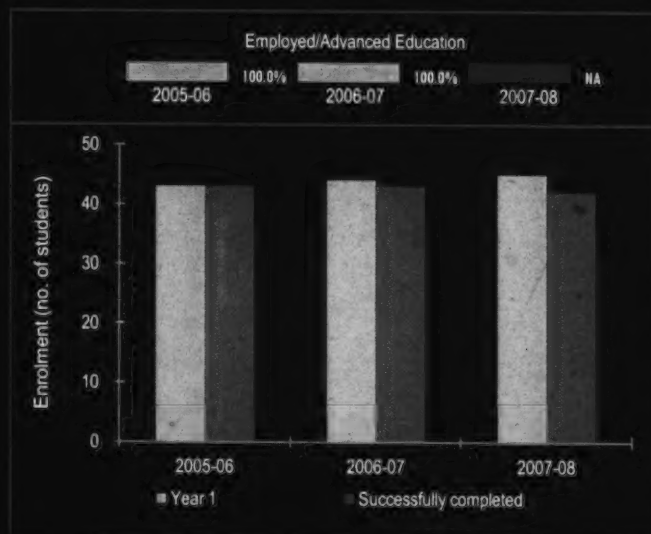
Fourteen-month diploma program

The purpose of this program is to develop knowledge and skills in maintenance of both large and small aircraft, including fixed wing and helicopters, and to provide Transport Canada approved training toward an Aircraft Maintenance Engineer License. Potential employment opportunities across Canada include passenger and cargo air carriers, air charter companies, flight schools, and nationally approved Aircraft Maintenance Organizations (AMOs).

Automotive Service Education

64 weeks

This program prepares potential automotive technicians for a career in the automotive field. Students spend 32 weeks in the College and 32 weeks with a sponsoring General Motors of Canada dealership. Upon successful completion of both the in-college and dealership training, and a two-year period of employment in a GM dealership, the graduate is entitled to write the Inter-provincial Standards Examination to qualify as a journeyman.

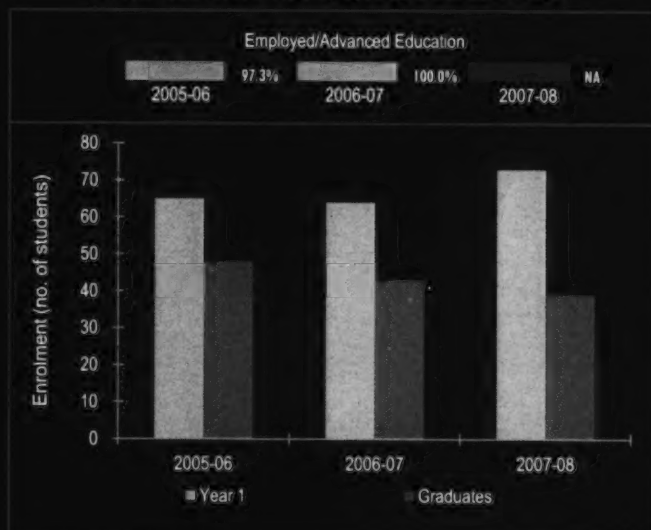


Note: Each student is employed by a GM dealership.

Automotive Technician - Certificate

One-year certificate program

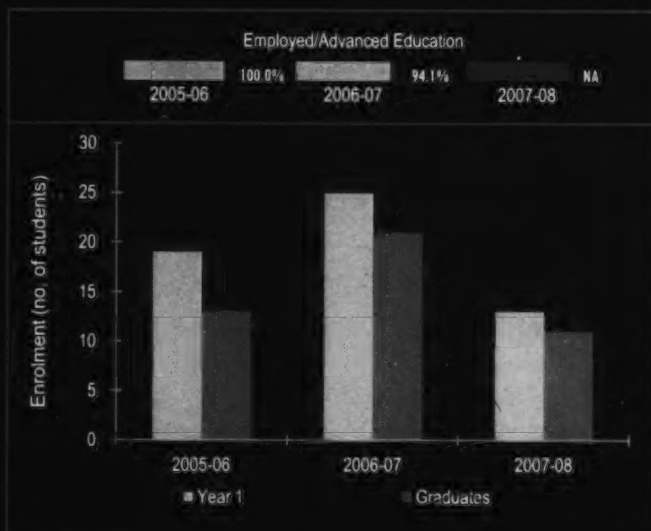
Students learn to disassemble, inspect, machine calibrate and reassemble motor vehicle units or components. Graduates find employment in service stations, dealerships, large corporations, farming communities and allied industries where they may work in service, repair, sales, or parts distribution.

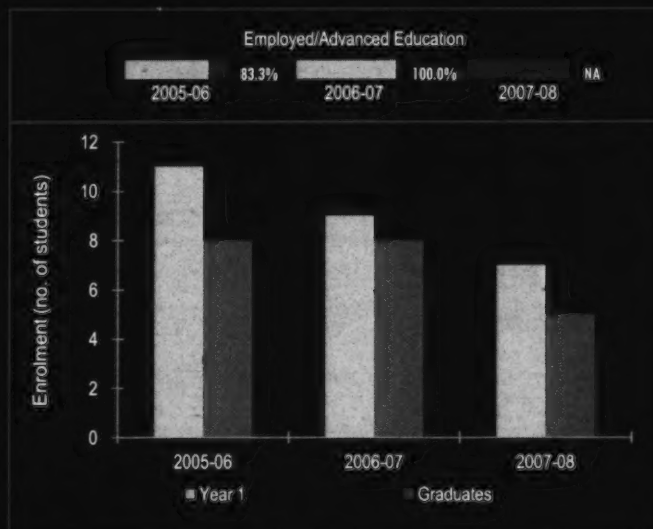


Automotive Technician - Diploma

One-year diploma program

Students obtain the knowledge and skills needed to work in the motor vehicle electronic technician field. Graduates find employment in almost any vehicle repair shop. Entering students must have completed a 10-month Automotive Technician (certificate) program or have graduated with a Power Mechanics diploma from high school.

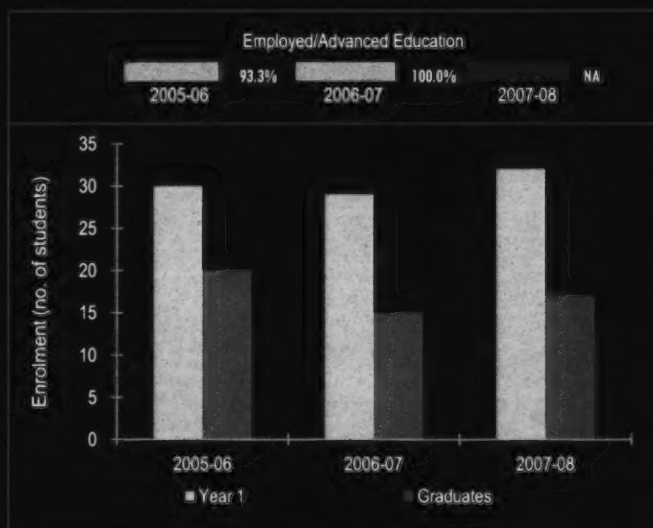




Collision Refinishing

Four-month certificate program

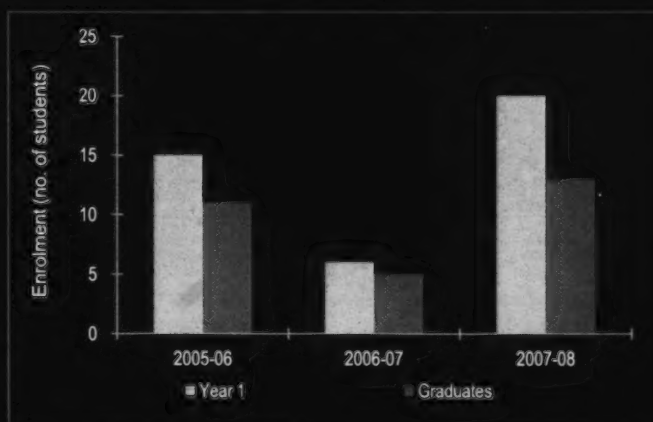
This new program addresses industry concerns about the large shortage of skilled technicians needed to work in either Collision repair facilities or Commercial industries. This program is designed to develop the necessary trade skills and knowledge required to refinish damaged vehicles, refinish fleet vehicles and participate in other commercial applications.



Collision Repair and Refinishing

One-year certificate program

Graduates of this program possess the skills and knowledge required to repair damaged vehicles, including all phases of auto-body repair and painting. They have found employment as auto-body mechanics, metal finishers, painters, body-frame specialists, service or parts managers, machine operators, or service-station operators. Others are employed as claims adjusters, collision estimators or shop supervisors.



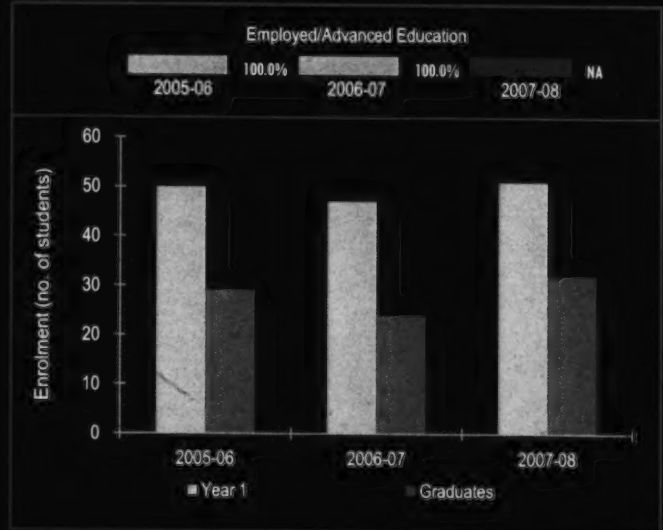
Gas Turbine Engine Repair & Overhaul

This program is based on a nationally recognized curriculum designed to prepare students with the technical knowledge, skills, and techniques required to be a skilled worker in repairing and overhauling gas turbine engines.

Heavy Duty Equipment Mechanic

One-year certificate program

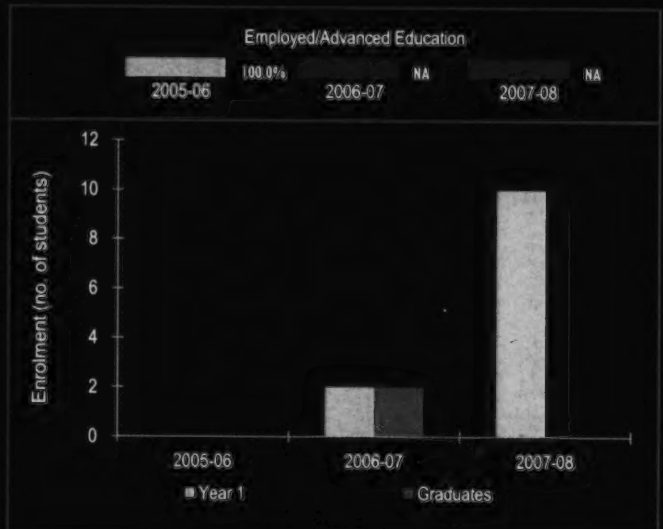
In this entry-level program students develop basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. Students develop an understanding of the basic purpose, construction, operation and servicing of components, parts and assemblies of trade-related equipment. Graduates find employment in the agricultural, construction or transportation sectors.



Introduction to Aircraft Maintenance

Four-month certificate program

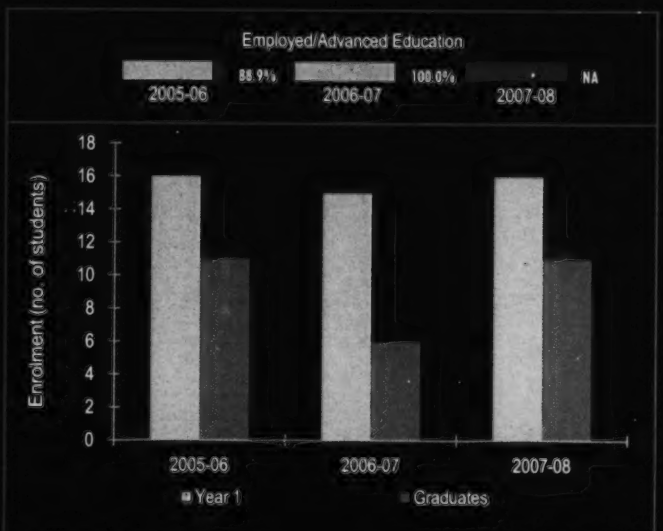
The program is designed to widen student's advantages if they wish to enrol in the Aircraft Maintenance Journeyman Apprenticeship program. Through Transport Canada approved training, students will acquire the basic knowledge and skills in aircraft maintenance required for entry-level employment in the aircraft maintenance engineer industry.

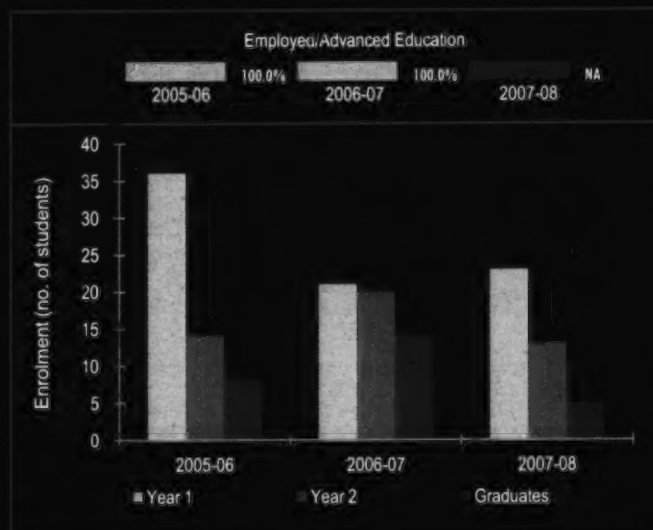


Manufacturing CAD

One-year certificate program

The program provides students with the skills necessary to produce computer-aided mechanical drawings of components and assemblies of industrial machines, machinery parts, and other mechanical equipment. Graduates are trained in the principles and applications of manufacturing design and production for careers engineering firms, consulting firms, manufacturing companies, utility companies, and aerospace and other industries that require mechanical/industrial technical skills covered with the scope of the Manufacturing CAD program.



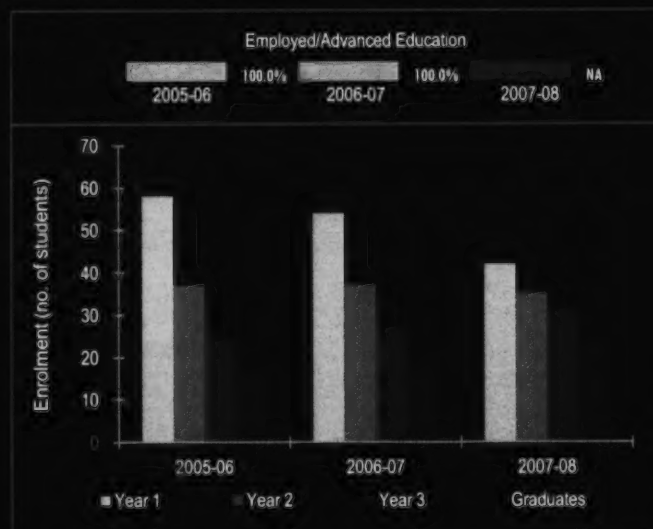


Manufacturing Technician

Two-year diploma program

This program provides students with an enhanced understanding of manufacturing processes and the relationship of these processes to the machining trade. In addition, a Manufacturing Technician will possess skills in: cost estimation and process planning, computer operation, CAD/CAM basic tool and fixture design, as well as CNC machine operation and programming. Graduates find employment as CNC operators, machinists, toolmakers, quality assurance inspectors, manufacturing planners, prototype developers, technical sales persons and supervisors.

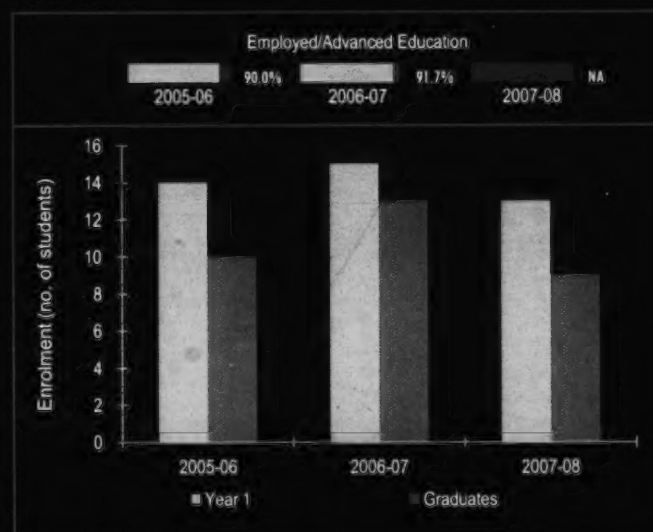
Note: Students who successfully complete Term 1 can graduate with a certificate in Machine Shop Practice - Basic. After Year 1 (Terms 1 and 2) students can earn a certificate in Computer Numerical Control (CNC) Machine Operator, or in Machine Shop Practice - Advanced.



Mechanical Engineering Technology

Twenty-eight month co-op education diploma program

Students develop knowledge and skills in mechanical design, the production side of manufacturing and technical supervision. Graduates find employment in design, technical sales, manufacturing, instruction, research and management with companies involved in agriculture, mining, aerospace, air conditioning, refrigeration, transportation, foundries, fluid power, consulting engineering and government services.



Outdoor Power Equipment Technician

One-year certificate program

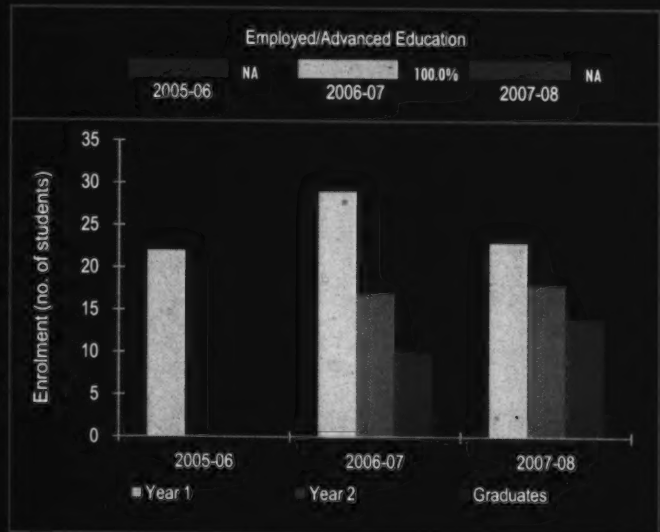
Students develop the skills and knowledge required for entry-level employment in the power equipment repair field. Graduates find employment with firms engaged in the sales or service of power equipment. Such firms may include agricultural equipment dealers, private power equipment sales and repair shops, rural agribusiness and various federal, provincial and municipal government departments.

Power Engineering Technology

Two-year diploma program

The purpose of the program is to develop the knowledge and skills required for the safe operation of major equipment in commercial, industrial, and public buildings. It includes enhanced power engineering technical studies, particularly the power laboratory studies and field experiences, which is in alignment with the Manitoba and Inter-Provincial experience requirements for Power Engineers. The program includes both theory and practical training, with the primary focus on power plant operation. Students will learn about the operation of boilers, commercial refrigeration equipment, compressors, and heating systems. Graduates will achieve their Standardized (Inter-Provincial) 4th and 3rd Class Certificates. This program will also provide graduates with a start in progressing toward a 2nd Class Certificate, and prepare graduates for the demanding studies required for future progress to higher levels of Power Engineering.

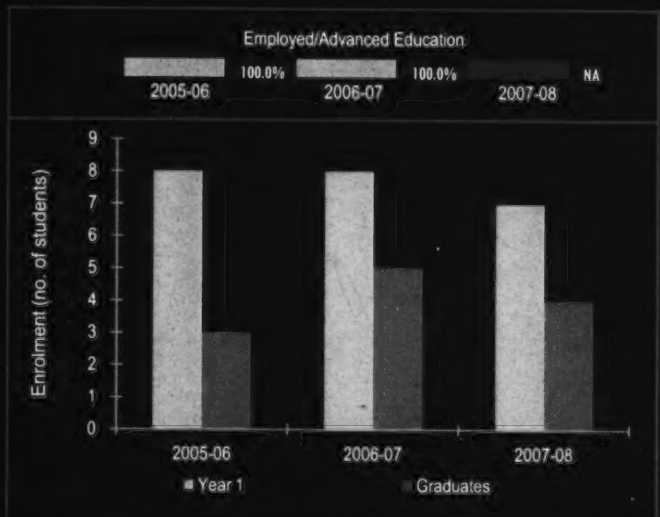
Note: This program also has a certificate exit point at the end of the first year. Certificate graduates can obtain Class 4 certification.



Precision Metal Manufacturing

One-year certificate program

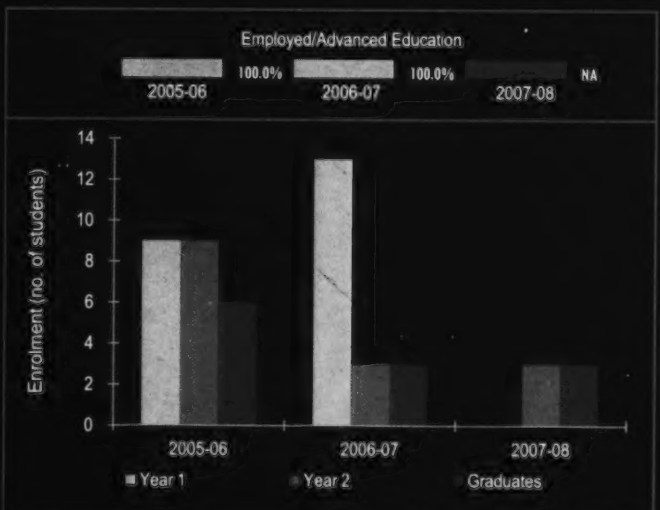
This program equips students with the necessary skills and knowledge in machine operations and manufacturing processes to fabricate precision metal parts within the manufacturing industry.

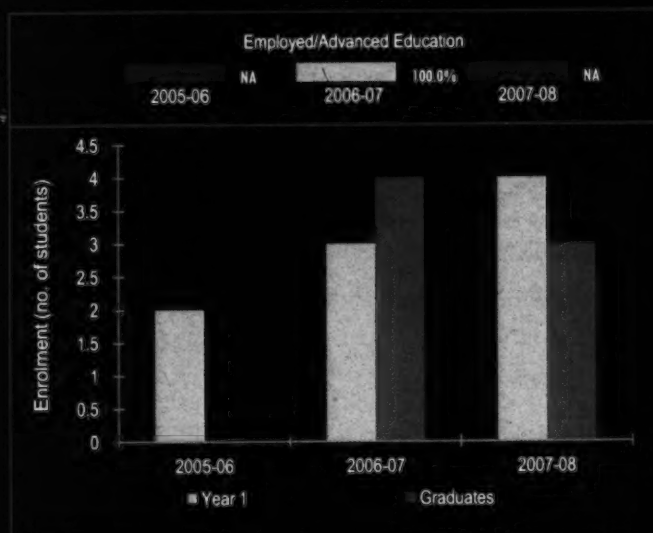


Technical Communication

Two-year co-op education diploma program

Technical Communication involves communicating technical and scientific information to non-technical audiences. Technical communicators work in all industries, from mining and agriculture to aerospace. They create manuals, proposals, brochures, posters, journal articles, reports, newsletters, presentations, and many other types of documents. They use a variety of software to produce documents in a variety of media including video, websites, paper, and CDs.

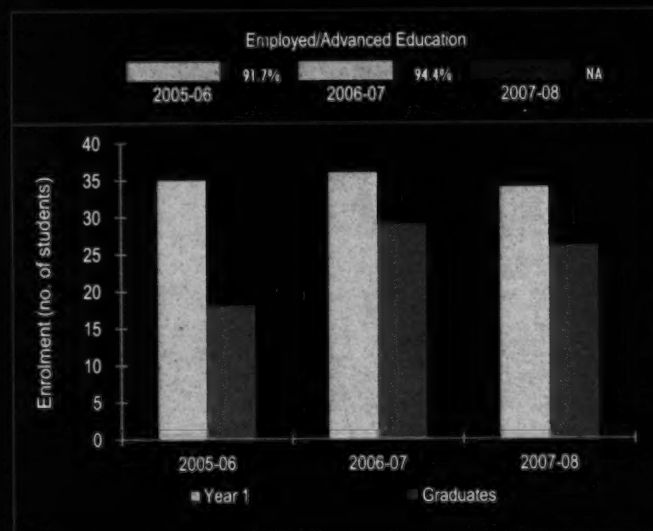




Technology Management

One-year advanced diploma program

This program is specifically targeted to graduates with technical diplomas and degrees. The program provides an opportunity to complement graduates' technical skills with equally important managerial skills in areas such as corporate finance and accounting, project management, marketing strategy, and human resource management. The program provides technologists and others with the knowledge, skills, and abilities required for their roles as supervisors and managers in technical organizations, obtains recognition for the Technology Management program from professional organizations, and creates opportunities for technologists and others to earn advanced credentials in Technology Management. This program offers a condensed, accessible solution to the demand for advanced management training in the rapidly evolving knowledge economy.



Welding

Seven-month certificate program

Students learn to perform the oxy-acetylene, arc, tungsten inert gas and metal inert gas welding processes and related operations safely and effectively. Some graduates have found employment in aircraft maintenance, in the manufacturing of farm equipment and in heavy equipment repairs. Other graduates are employed in highway construction, northern mines and hydro-electric power plants.



School of Learning Innovation

Dean Paul Little

Room CM 30A, Phone 632-2232,

Email plittle@rrc.mb.ca

The School of Learning Innovation provides comprehensive teaching and learning programs and support services. In addition to having the provincial mandate to prepare public school teachers in the areas of Industrial / Vocational and Business education, the School provides the College supports such as content expertise and research capacity through the Library and Learning Resources; faculty development through Teacher Education; curriculum design issues through the Program and Curriculum Development area and program delivery issues through the Learning Technologies areas. The School also manages the Program Innovation Fund which is used to support the continual enhancement of academic programs by funding innovative projects which are not covered by operating budgets.



Program and Curriculum Development

Research, develop and assess programs and curriculums to ensure quality.

From curriculum research to curriculum development to curriculum monitoring, this division is charged with academic quality assurance purposes in the College. Every program is evaluated every five years. Face validation and the program renewal process are two ways this goal is achieved. Student input about how instruction can be improved helps tweak the process to provide valuable feedback for instructors and improve instruction for the College.

The School also constantly looks at innovative ways to accomplish this mission. One recent way that has been considered in curriculum development is applying the Aboriginal Medicine Wheel to design academic programs that are more indigenously sensitive. The model has been showcased to various indigenous programs around the world.

In 2007/2008 Program and Curriculum Development:

- used the Medicine Wheel Curriculum in the development of and resulting in accreditation by RRC of a Life-Skills Coach Training program in collaboration with West Region Child and Family Services and six Aboriginal communities.
- conducted DACUM Occupational Analysis for the redevelopment of the Photography Program in Continuing Studies.
- completed three Program Renewals for the Industrial Arts/Technology Teacher Education, CAP/IST, and Aboriginal Self-Government Administration program. A total of six separate DACUM Analyses were required and each renewal process added Student or Industry Focus groups as an additional deliverable in each project.
- completed Face Validations for the following programs: Business Administration (four streams), Precision Metal Manufacturing, Manufacturing Technician, ASL English, Collision Repair and Refinishing, and Electronic and Network Technician programs.
- guided the redevelopment of the Medical Laboratory Sciences program assisting Faculty to update the program to meet new accreditation standards. Faculty workshops were lead to incorporate new competencies into program outcomes, develop new learning outcomes for all courses, and develop Course Outlines using the RRC standard for all courses.
- collected and updated data on accreditation status of all college programs.
- completed a program analysis for the Technical Communications program that included facilitation of focus groups and collection of relevant data.
- completed Phase 1 of the Student Evaluation of Instruction Survey using a paper-based format. Nine college departments participated in Phase 1 of the pilot. In total, 145 instructors and 2,111 students participated.
- evaluated the Worldwide Instructional Design System (WIDS) software and tested it in a variety of program settings identifying the strengths and weaknesses of the software with recommendations for future use at RRC.
- completed Year 2 of the Medicine Wheel Curriculum Framework with 3 programs mapped using the Medicine Wheel Framework.
- facilitated Focus groups for Dealing with Potential Threats in the Classroom. P&CD helped identify the necessary knowledge, skills, and judgments for faculty training recommendations.
- facilitated a project helping for Supporting Immigrant Students.
- participated in the task team for the development of the Construction Management Applied Degree proposal, facilitating a DACUM analysis as part of the project.
- presented "Using the Medicine Wheel as a Basis for Holistic Curriculum Development" at the following national and international conferences:
 - the National Institute for Native Leadership in Higher Education (NINHLE), Santa Ana Pueblo, NM in August 2007;
 - the ACCC Symposium – *Strategies for Meeting the Educational Needs of Aboriginal Learner in Rural and Remote Communities* in Timmins, Ontario in October 2007; and
 - the Millennium Scholarships International Conference – *Neither a Moment Nor a Mind to Waste: Strategies for Broadening Access to Post-Secondary Education*, Toronto, Ontario.

Library Services

Expanding the concept of learning spaces beyond the classroom.

The RRC library provides resources for 120 different program areas, including books, e-books, journals, electronic journals, and audio-visual material. Library staff provides reference service, bibliographic instruction, and in-person assistance in the use of college computers. The library also provides media equipment, open access computers, and spaces for students to study both individually or in small groups. It is this concept of a learning commons – beyond the walls of the classroom – that is expanding as the entire RRC campus becomes a space for learning.

In 2007/2008 Library Services:

- added two new databases:
 - **Nursing Reference Center (NRC):** a user-friendly point-of-care resource providing the best available and most recent clinical evidence and knowledge on conditions and diseases via a nursing-specific graphical interface.
 - **Vocational Studies Premier:** full-text online resource covering alcohol & drug abuse counseling, audiology, biotechnology, computer & data processing, CAD, cosmetology, electrical technology, fashion design, forensics, graphic arts, health information technology, interior design, law enforcement & criminal justice, paralegal studies, robotics, travel & tourism, veterinary assisting, etc. specifically designed to support research and curriculum in academic institutions offering associates degrees and vocational programs.
- added 36 additional places for student work or study.
- added 33 additional data projectors and initiated plan to install projectors in all teaching spaces at NDC.
- added new material with an Aboriginal focus as a high priority in collection development.
- created a new section for children's picture books and initiated a project to provide additional indexing of children's books to facilitate thematic access.
- upgraded the AIR web site with a new look and feel to reflect the new College web, added new content regularly via Fresh Air updates, added new content pages, converted the Tech Tools matrix to a Wiki.
- upgraded CONNECT sites, added many new ones, provided ongoing support to instructors.
- completed two new Library Guides, for Basic Nursing and the Entrepreneurship Practicum, and completely revised 5 others – Nursing Community Assessment, Animal Health, Early Childhood Education, Mechanical Engineering Technology, and MRI and Spectroscopy.
- implemented network diagnostics where possible for installed data projectors to optimize staff productivity.
- implemented electronic book ordering to streamline staff procedures and expedite receipt of material.
- improved the library environment at NDC by replacing carpeting in the entrance and at PSC by putting a PC in each break-out room at PSC.
- is implementing plans to increase online resources of all kinds to provide 24/7 access from any location.
- initiated plan to create an archive of best student papers.

Teacher Education

Provide every College instructor with the education and resources they need to instruct adults.

Prepare public school students with the skilled teachers to shape their tomorrows.

Teacher Education plays a central role in preparing both teachers for the province's public schools and for instructors for Colleges and industry in the province. Given RRC's focus on industrial, vocational and business education, ensuring our instructors are equally adept at their content knowledge and their teaching with adults is critical.

The province, through the Department of Education, Citizenship and Youth, has mandated RRC to deliver the educational programs to prepare all public school industrial, vocational and business teachers in Manitoba. As the provincial economic growth is largely based on the workers in these fields, this is a significant role for the College.

Certificate in Adult Education

RRC offers a certificate in Adult Education to RRC faculty but also to instructors at Assiniboine Community College and University College of the North. Every faculty member who is hired by the colleges must obtain a certificate in Adult Education, which helps them develop their teaching abilities. If an instructor wants to further their education – by taking workshops or working toward an advanced degree – Teacher Education supports ongoing professional development for instructors and works with them to help them further develop their teaching skills.

Teacher Education has contributed to the professional development of instructors around the world. It moderated an international forum on teacher preparation for the United Nations Educational, Scientific and Cultural Organization.

Recent international projects in Chile and Malawi trained educators working toward a certificate in Adult Education to improve local capacity in technical education. The Malawi project, which finished during 2007-08, was supported by the Canadian International Development Agency (CIDA) and the Association of Canadian Community Colleges (ACCC). During the third year of the Chile project, which is also supported by CIDA through ACCC, RRC is working with CONADI, the Chilean organization that represents indigenous people.

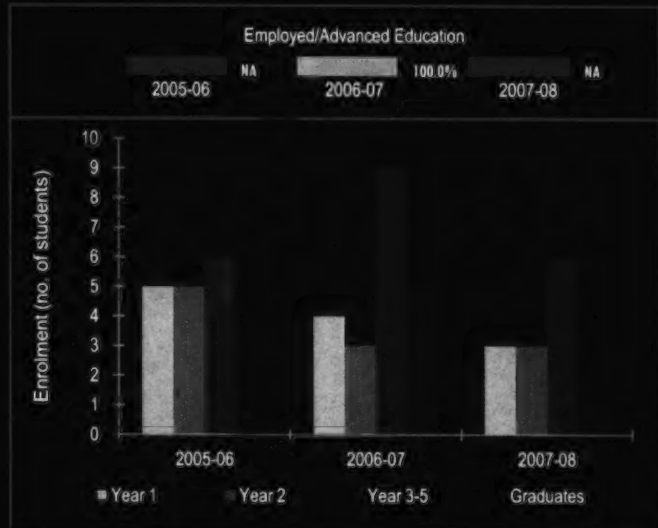
Technical Vocational Teacher Educator Program

When a skilled trades person has decades of experience that would benefit a new generation but no teaching experience, how can that be addressed? By helping these professionals get certified to share their skills with a restricted teacher's license. This program has been particularly helpful in rural areas, where it's difficult to recruit teachers with certain skill sets. This program also has a strong mentoring aspect as when a person has spent their lives in a particular field; they have a wealth of experience that sometimes goes beyond what can be taught with a textbook. Their mentoring and sharing of this knowledge is made possible through the accelerated Technical Vocational Teacher Educator Program.

Business/Technology Teacher Education

Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

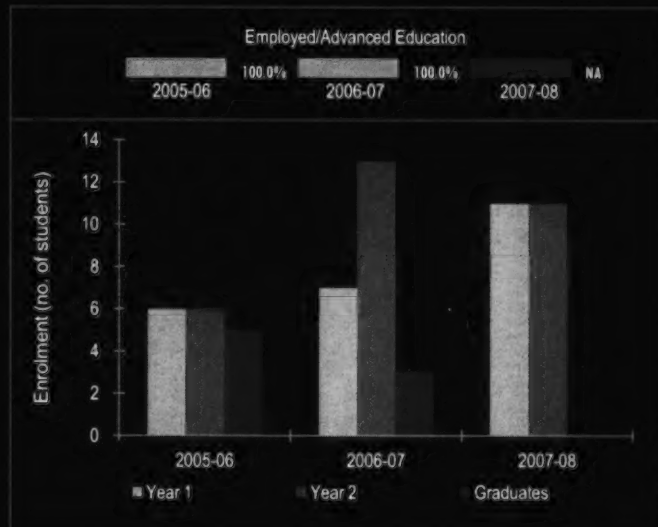
The Business Teacher Education program develops knowledge and skills in general business, accounting, marketing and secretarial; including technical skills in computer applications, word processing and computer accounting; and teaching methodology in business. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, as well as a diploma in Business Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Education and Training which allows them to teach in secondary schools in Manitoba.



Business/Technology Education - After Degree

Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

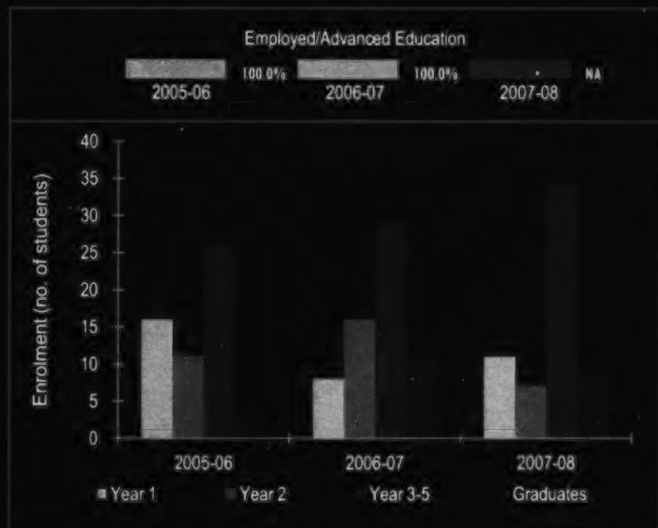
The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in business, combined with teaching methodology, required for the teaching major in business education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.

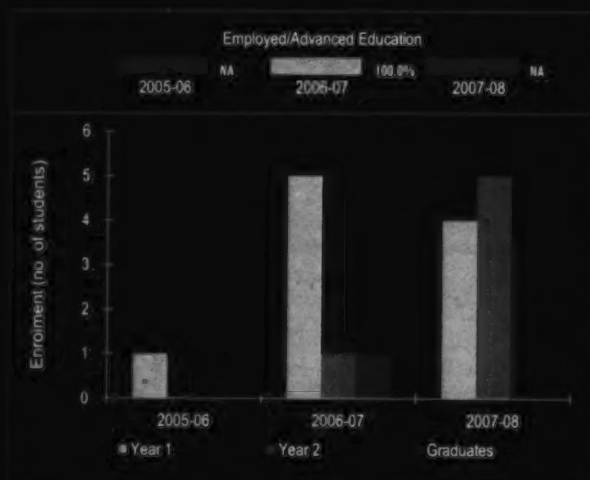


Industrial Arts/Technology Teacher Education

Five-year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg

This program develops knowledge and skills in manufacturing, power and energy, graphic communications and construction; including computer applications, and teaching methodology in industrial arts and technology education. Successful completion of the five-year program results in a Bachelor of Arts degree and a Bachelor of Education degree from the University of Winnipeg, and a diploma in Industrial Arts Teacher Education from RRC. Graduates are eligible for a Permanent Professional Teaching Certificate from Manitoba Teacher Education and Training which allows them to teach in secondary schools in Manitoba.

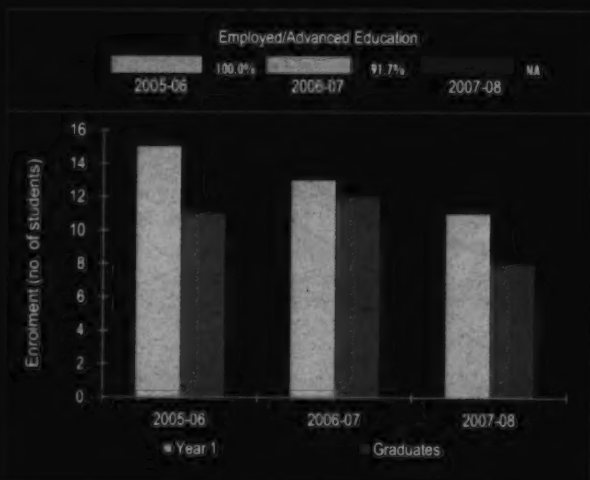




Industrial Arts/Technology Teacher Education - After Degree

Two-to-three year Bachelor of Education degree delivered jointly by RRC and the University of Winnipeg.

The After Degree Teacher Education program is a two-to-three year joint Bachelor of Education degree program with the University of Winnipeg for holders of an undergraduate degree. Emphasis in the RRC portion of the program is directed at developing the technical knowledge and skills in industrial arts/technology, combined with teaching methodology, required for the teaching major in industrial arts/technology education. Graduates are eligible for a Professional Teaching Certificate from Manitoba Education and Training, which allows them to teach in secondary schools in Manitoba.



Technical Vocational Teacher Education

One-year accelerated diploma program

This program provides the knowledge and skills required for certification by Manitoba Education and Training. Graduates are eligible for a Permanent Special Vocational Industrial Teaching Certificate from Manitoba Education and Training which allows them to teach in their vocational area in secondary schools in Manitoba. The program makes up the first three years of the five-year Joint RRC/ University of Winnipeg Bachelor of Education Degree with a major in vocational education. Graduates find employment in teaching positions in high schools offering vocational industrial programs and in community colleges.

Learning Technologies

Support the implementation and use of learning technologies across the College.

The Learning Technologies Group supports the Academic Plan through expertise in learning technologies with particular emphasis on distributed learning initiatives. They adapt and integrate diverse technologies to enhance teaching and increase the ways in which students succeed in Red River College programs.

In the past year they achieved their mandate by:

- supporting more than 300 unique Online courses delivered to 9,000+ student seats each term.
- establishing a suite of technology solutions intended for college-wide distributed learning initiatives.
- researching and piloting emerging learning technologies such as iTunes University, Wireless Handheld Device and Real Time Online Classrooms.
- creating a new set of course design templates, learning objects and training guides for instructors and departments.
- integrating automatic enrolment and course creation with the Colleague Student Information System.
- delivering three academic programs by studio based video streaming.
- adopting a "Just in Time" modular training model to supplement traditional face-to-face training.

Program Innovation Fund

The School of Learning Innovation manages the Program Innovation Fund (PIF). The Program Innovation Fund is used to support the continual enhancement of academic programs by funding innovative projects which are not covered by operating budgets. Such support includes both the initiation of some new programs, activities or services and the elaboration of those existing to increase their effectiveness or efficiency. The broader college goal is to support new initiatives that will result in continuing advancement or progress in the Teaching and Learning process at Red River College. As such, five types of proposals are eligible for consideration.

1. Program feasibility studies (which could include environmental scans, etc.).
2. Extraordinary program development and revision.
3. Innovative use of technology in program delivery.
4. New approaches to student success.
5. Program quality assurance.

In 2007/2008, the School of Learning Innovation instituted the Learning Innovation Awards wherein recipients are heralded for outstanding contributions their projects have made to the College. To date, the Innovators are listed as follows:

2003/2004

- Janet Jamieson and Early Child Development Team:
Science of Early Child Development Multimedia Curriculum Resource

2005/2006

- Eric Graeb, School of Continuing & Distance Education: *Teaching with Second Life - A World of Virtual Learning*
- Doug Good with Justin Foot, CAP/IST Partnership with Industry: *MTS Smartphone Video Streaming*

2006/2007

- Karen Wall and Diane Clare, Department of Nursing:
Diploma Nursing Accelerated Rural Nursing Program

2007/2008

- Pamela McLeod with Don Presant, Aboriginal Paths from School to Work: *CAB ePortfolio Project*





Continuing Studies

Dean RaeAnn Thibeault
Room C118, Phone 632-2481,
Email rthibeault@rrc.mb.ca

Continuing Studies facilitates learner success by developing and delivering quality, innovative lifelong learning opportunities. Programs are delivered full-time, part-time in class, part-time distance delivery and customized corporate training.

Continuing Studies is a strategic business unit that forms part of the Business Development Division. All courses and programs, with the exception of the Adult Learning Centre, are offered on a cost recovery basis. One integral element to our success is our responsiveness to labour market needs. Our delivery of programs in a variety of ways helps make education more accessible and convenient for all learners. We welcome inquiries from industry and are pleased to develop solutions - full-time, part-time, distance education and customized corporate training - to meet industry needs.

People have come to associate Continuing Studies with quality. The majority of our programming is for credit and our credit programming follows all academic processes. We continually measure outcomes like graduate satisfaction and evaluate our programs to ensure we deliver the best programs available.

Did You Know?

The Adult Learning Centre (ALC) joined Continuing Studies on July 1, 2007.

Through a variety of delivery modes - full-time, part-time, distance and corporate training - Continuing Studies offers over 100 programs.

Responsible Growth

The first group of students completed the Professional Apartment Caretaker program in partnership with the Professional Property Managers Association of Manitoba in September, 2007.

Six Apparel Design courses, which will become part of a certificate program in 2008-09, were transitioned from the University of Manitoba Continuing Education to Continuing Studies.

Eighty-nine participants from across Manitoba attended the opening of the 54th annual Manitoba Water and Waste Water School in February 2008.

In conjunction with the Manitoba Chapter of the Association of Fundraising Professionals, the Essentials of Fundraising program was offered.

Aboriginal Outreach

Darlene Bouvier, corporate training manager, attended Workforce Connex, a national forum funded by the Sector Council Program, Human Resources and Social Development Canada. The focus was connecting employers, educators, Aboriginal employment organizations and government.

The full-time Youth Recreation Activity Worker program, administered through a partnership with the Boys and Girls Clubs of Winnipeg, was offered to sixteen at risk youth at the Princess Street campus.

Work continued with Manitoba Health and the Aboriginal Diabetes Initiative (Manitoba region, First Nation and Inuit

Health) to market and contract for delivery of the Chronic Disease Prevention Certificate.

Continuing Studies corporate training facilitated and delivered training with an Aboriginal component to the following companies: the Boys and Girls Clubs of Winnipeg, the Manitoba Métis Federation, Centre for Aboriginal Human Resource Development, Anishinabek Consultants and Manitoba Shingling Contractors Association.

Diversity and Inclusiveness

A presentation by Children's Services and Manitoba Family Services and Housing was recorded in the initial course for the Studies in Special Needs Child Care post-diploma program. The presentation will be available on the web for future distance students.

Norma Kerr, program manager for Community Services, took part in an all-day conference call with the Canada Health Agency project to define quality fetal alcohol spectrum disorder training.

Quality and Innovation

Continuing Studies hosted an information session on Essential Skills - attended by representatives from RRC, the University of the North, Yellowquill College, and Assiniboine Community College - with the Association of Canadian Community Colleges.

Using the Elluminate software, Continuing Studies held an online information session for potential students. The information specialist, marketing, dean and program managers responded to customer inquiries in an inter-active forum.

Freda Robinson, program manager for Business and Management, partnered with the Retail Council of Canada and to offer the First Level Retail Manager course.

Norma Kerr, Freda Robinson, Navdeep Sekhon, Gail Mireau, and Darlene Bouvier attended the MADLAT conference *e-Learning comes together* at the University of Manitoba.

The first issue of the Continuing Studies e-marketing newsletter was distributed on June 11 to 13,000 addresses. Continuing Studies' courses, corporate training, events, the Program Guide and course schedules are promoted through this monthly newsletter.

A Prior Learning Recognition and Assessment/Recognizing Prior Learning Manual for comprehensive assessment of the Web Site Development certificate program was developed.

Training for part-time delivery of the Deaf Studies Program for Educational Assistants in Manitoba K-12 schools was established.

Norma Kerr, program manager for Community Services, facilitated the development of the first Sharepoint/Connect courses in Continuing Studies for the Studies in Special Needs program and the first WebCT/Elluminate course in Continuing Studies for the Recreation Facilitator for Older Adults program. Norma also facilitated the revision of the Volunteer Management program which was accepted by Senior Academic Committee in May, 2008.

Gail Mireau initiated a green workshop series with two organic gardening workshops: *Herbs and Vegetables* and *Organic Gardening*.

Armie Molod and Jason McMaster from the Environmental Health department facilitated Health and Safety sessions for all Continuing Studies instructors. Continuing Studies managers and facilitators attended a presentation on Prior Learning Assessment Recognition.

In February 2008, Continuing Studies and the ALC began testing Facebook advertising.

Gail Mireau, program manager for Environment, Education and Foundations, received approval for the Recognition of Prior Learning Practitioner certificate program from the Senior Academic Committee.

Entrepreneurship 1 was offered as a Distance delivery course for day students who were unable to complete the day program. This offered a blended learning opportunity for the day and distance students. Along with the developing of Entrepreneurship 2, five new online courses have been established: Financial Accounting 1, Financial Accounting 2, Entrepreneurship 1, Entrepreneurship 2, and Quantitative Methods.

Access and Success

The Learning Resources Network (LERN) awarded Continuing Studies first place in the Brochure/Catalogue category for the 2007-08 Program Guide. Kevin Rosen, College Relations, accepted the award on behalf of Continuing Studies at the LERN conference in Orlando, Florida.

Continuing Studies corporate training facilitated and delivered customized training to the following companies: 3M Morden, Aero Recip, Air Canada Technical Services, Allied Wings, Anishinabek Consultants, Black Cat Blades, Boeing Canada Technology, the Boys and Girls Clubs of Winnipeg, Bombardier, Bristol Aerospace, Canada Post, Canadian Manufacturers and Exporters, CancerCare Manitoba, Centre for Aboriginal Human Resource Development, Community Education Development Association, Cormer Group Industries, E H Price Limited, the Manitoba Aerospace Human

Resources Coordinating Committee / Workplace Integration of Newcomers, Manitoba Chambers of Commerce, the Manitoba Customer Contact Association, the Manitoba Home Builders Association, the Manitoba Métis Federation, Manitoba Shingling Contractors Association, the Province of Manitoba Transportation and Government Services, Russel Metals, Standard Aero Limited and Trader Corporation.

The ALC offered evening courses for the first time: Biology 40S, Language & Technical Communication 40S, and Consumer Math 40S.

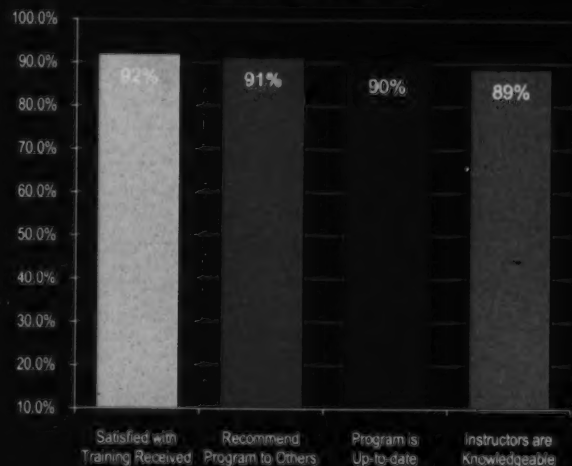
Worked with Trades, Transportation and Industrial and Assiniboine Community College to administer academic assessments for 73 potential students at Baker Hutterite Colony.

The Occupational Health and Safety program received approval for meeting the post-secondary education requirements necessary to write the national exam from the Canadian Registered Safety Practitioners.

Facilitated the formal credit transfer of 18 credits from the Recreation Facilitator for Older Adults program to the Bachelor of Recreation Management and Community Development at the University of Manitoba.

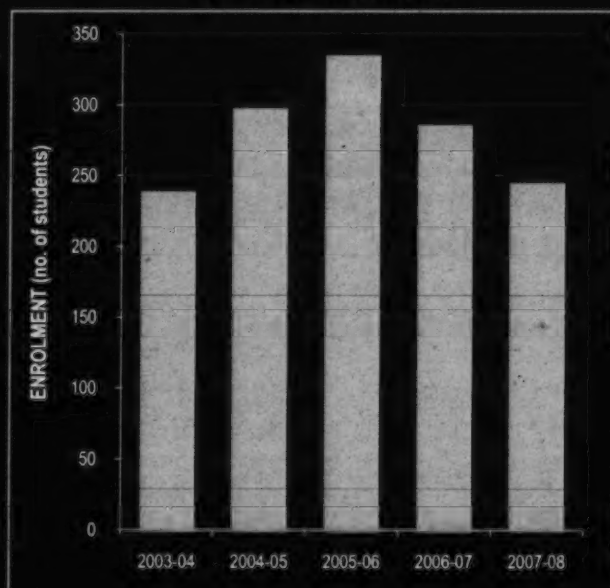
Patti-Ann Goods, Customer Relations Manager, and Mary-ellen Hogue, Operations Manager, contributed to the RRC team working through the implementation of Colleague. They have spent many hours in Colleague team meetings, working on instant enrolment, facilitating the T2202A process, and setting up training and process changes for Continuing Studies staff. They also attended the Datatel User's Group Conference in Washington DC in March.

Continuing Studies Graduate Satisfaction



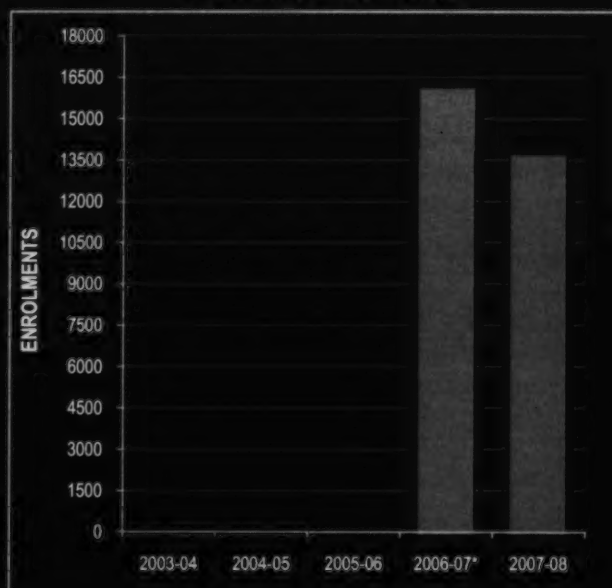
Note: from 2007/2008 Graduate Satisfaction & Employment Survey of 2006/2007 Continuing Studies graduates

Continuing Studies Full-time Enrolments



Note: Continuing Studies started offering full-time programs in 2002-03

Continuing Studies Part-time Enrolments



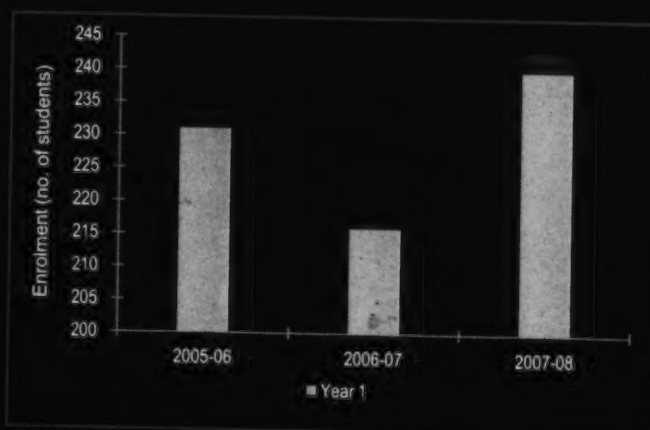
**Note:* 2006-07 is the first year Continuing Studies combined continuing education and distance education part-time enrolments.



Academic Development Programs

Adult Learning Centre certificate programs

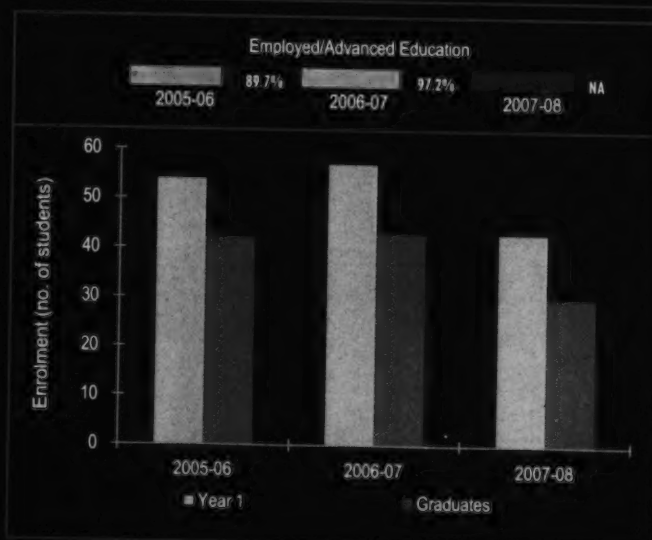
Academic Development Programs upgrade students' academic skills in mathematics, English and physical science, and provides an introduction to computers. Students normally take only those courses necessary to qualify for admission to college programs.



Applied Counselling

Continuing Studies full-time certificate program

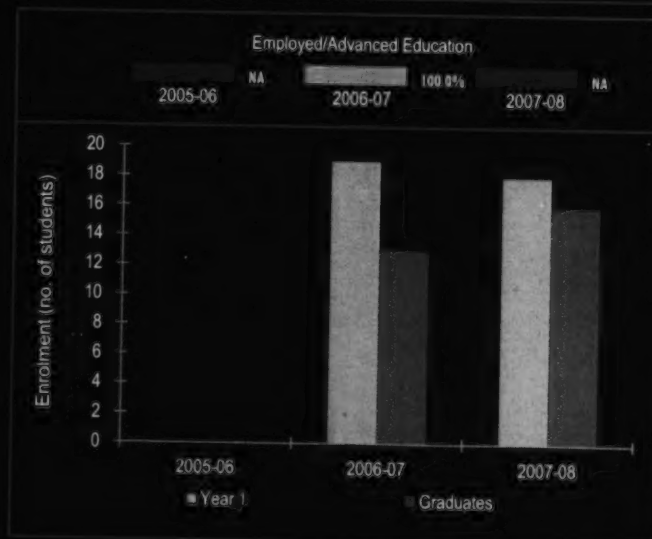
Students develop proficiency in basic counselling skills for use in working with children, adolescents, and families. Skills in cross-cultural counselling will be developed, and legal/ethical issues studied. Graduates will be qualified to provide entry level counselling in areas such as domestic violence, chemical dependency, substance abuse, and gender issues.

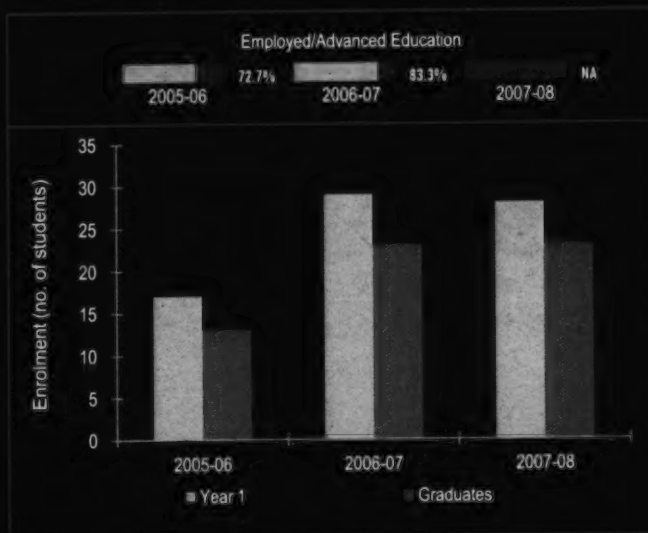


Cardiology Technician

Continuing Studies full-time certificate program

This program is designed to provide the graduate with the knowledge and skills to assist physicians in cardiac diagnosis by performing cardiovascular tests such as: 12 Lead ECG, Holter Ambulatory Monitoring, Stress Testing and Pacemaker follow-up. To meet this end, the program content prepares the graduate in the specialties of ECG, Stress, Holter, and Pacemaker technologies.

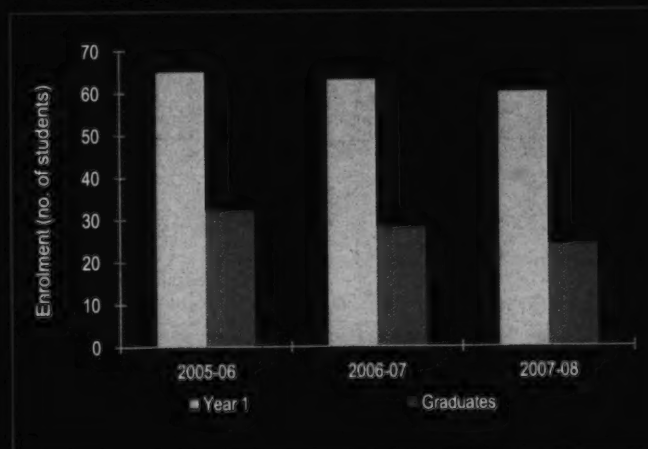




Health Unit Clerk

Continuing Studies full-time certificate program

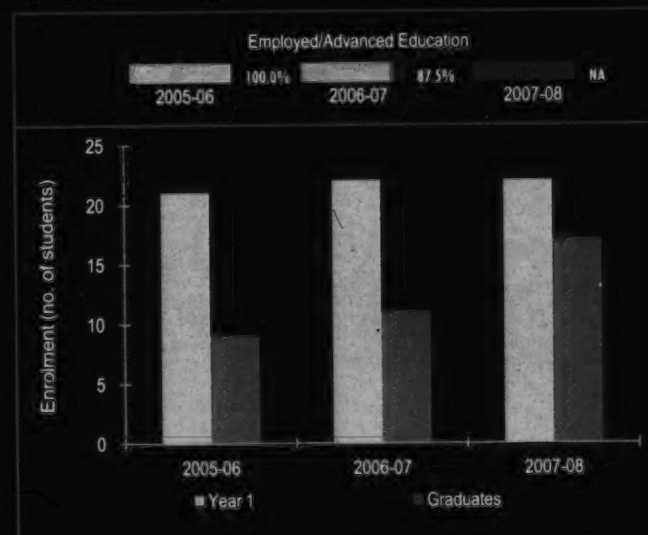
Students acquire the knowledge and skills required to function as part of the health care team and learn the roles and responsibilities of a HUC including maintaining patient and unit records, processing physician orders, diagnostic and laboratory orders and managing unit supplies.



Introduction to Business

Five-month certificate program

The purpose of the program is to prepare students for entry into selected programs in the business and applied arts and sciences area by developing their skills in communications, business mathematics, the fundamentals of Canadian business, and computer fundamentals. Students will have the opportunity to acquire the study and information technology skills that will enhance their success in an academic setting. Students will obtain advanced credits in the first term of the selected programs.



Legal Administrative Assistant

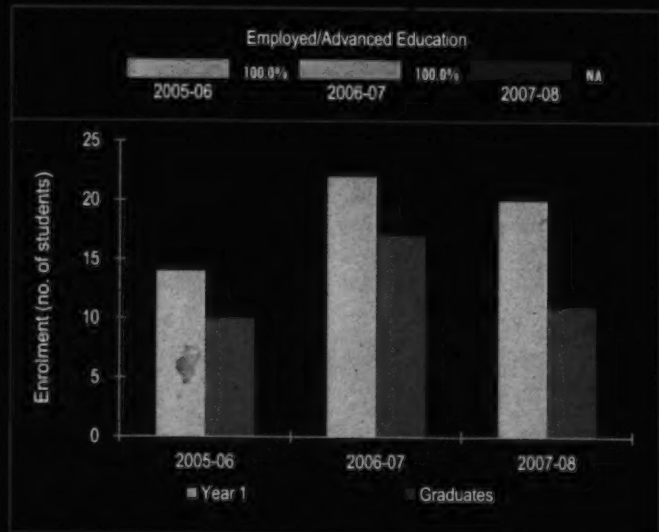
Continuing Studies full-time certificate program

Students acquire the knowledge, skills and attitudes to perform effectively in a junior administration position in a legal environment and learn to professionally prepare legal documentation for real estate, wills and estates, civil litigation, domestic and family law, business and appeals.

Occupational Health & Safety

Continuing Studies full-time certificate program

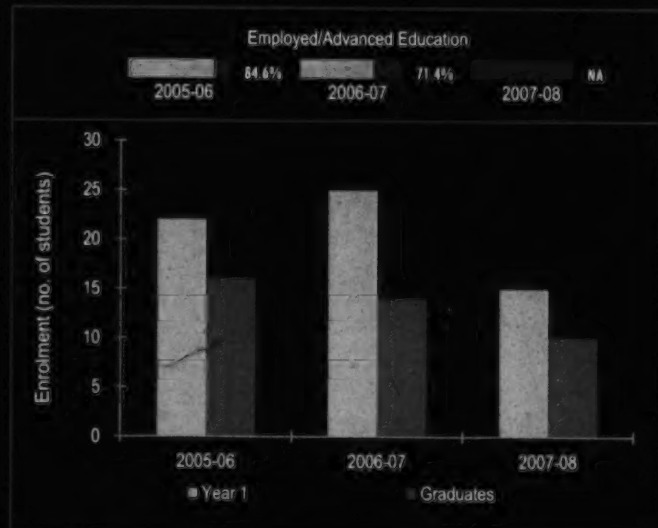
This program is designed to provide a fundamental understanding of occupational health and safety. The program addresses the role and responsibilities of an Occupational Health and Safety practitioner including risk management, hazard recognition, control, and prevention and safety management systems in the workplace, incorporating a multi-disciplinary approach in contributing to the development of a health and safety culture.



Office Technician

Continuing Studies full-time certificate program

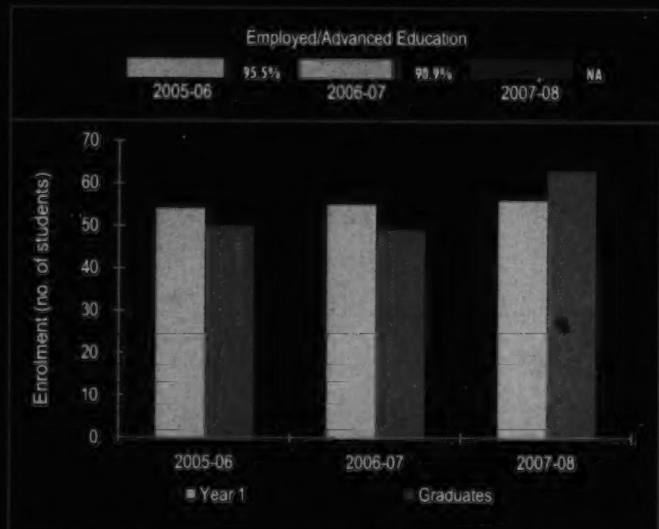
Students of this program gain skills in communications, mathematics and accounting, and microcomputer applications that are needed to secure an entry position in a business environment.

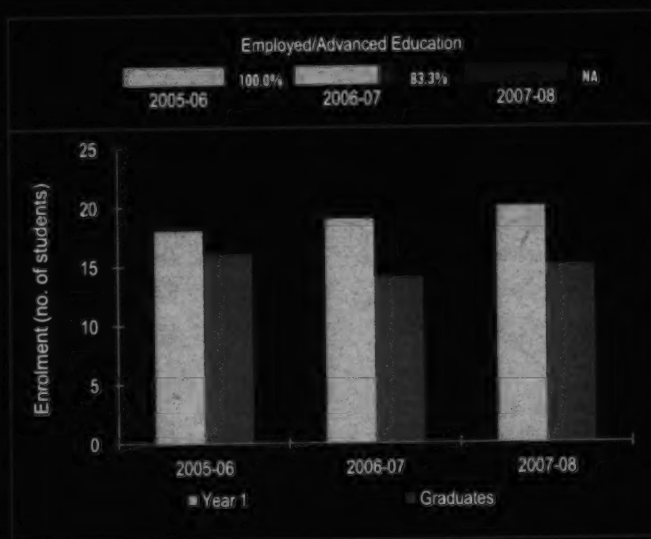


Para Educator

Continuing Studies full-time certificate program

This program prepares students for entry-level positions as Para Educators (i.e., teaching assistants) to work with children under the direction of a teacher.

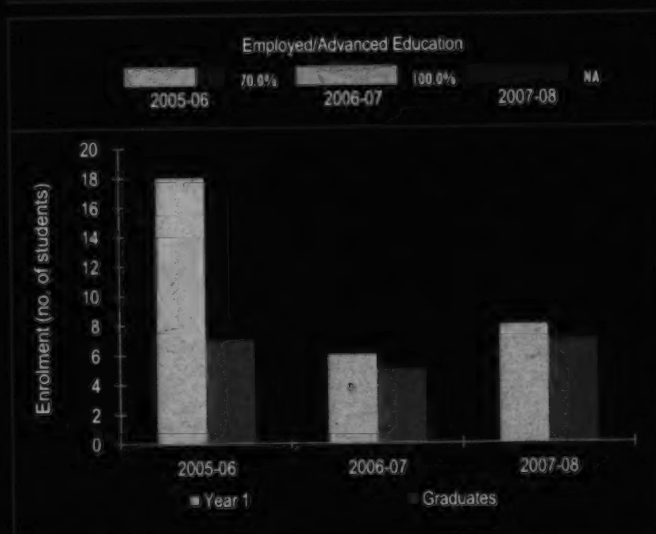




Photography - Enhanced

Continuing Studies full-time certificate program

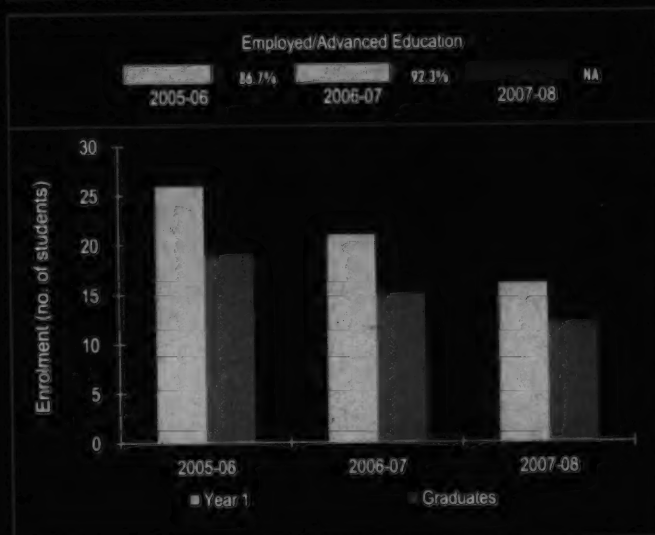
This program provides the knowledge, training and skills for a career in photography. Students develop proficiency in a wide range of subjects including camera operations, lighting, composition, film processing, printing and retouching in both black and white and colour photography.



Power Engineering (5th Class)

Continuing Studies full-time certificate program

Students in this program acquire the critical employability skills to function competently, professionally and ethically as a fifth class power engineer. Graduates have found employment in industrial plants, school divisions, and other commercial, industrial or public buildings.



Recreation Facilitator for Older Adults

Continuing Studies full-time certificate program

This program provides students with the knowledge, skills, attitude and field-based practical experience to work with older adults.

Regional Campuses

Accessible post-secondary education for Manitobans is a priority of Red River College. One way to ensure communities have opportunities for learning is through Regional Campuses in Gimli, Steinbach, Portage la Prairie, and Winkler. A range of full and part-time programs, along with evening and weekend courses, are offered throughout the Interlake, Eastman, Pembina Valley and Central Plains regions of the province.

What began initially as offering evening courses in communities has grown based on each community's needs for post-secondary education. A shift from part-time studies to full-time studies has resulted in the continuous transformation of the regional campus to meet this trend. Programs offered are based on community demand and programs in development are based on relationships, feedback and input from community stakeholders.

Regional campuses have continued to steadily grow. Responsive to community needs, programs or courses may be customized to meet the needs of a community, organization, government department or business. By establishing and building upon relationships with community leaders, RRC's profile continues to grow in the minds of the business community as a result of a shared commitment to creating opportunities.

Community hubs with a range of post-secondary services – from English as an Additional Language to college and university programs (via Campus Manitoba Centres at the Portage and Steinbach Campuses) – that's what regional campuses have become in communities throughout southern Manitoba. With more day programs, assessing ways to meet student needs through services like counseling and tutoring is essential to meet the growing demand.

People accessing post-secondary education near home is positively impacting communities. Having trained graduates in a variety of fields, keeping youth in Manitoba, creating a skilled workforce that positively impacts rural economies, mentoring capabilities along with the chance for the new generation to share their skills and expertise means rural communities are revitalized and growing.

Responsible Growth

Planning began for Peguis-Fisher River Regional Campus

The Council on Post-Secondary Education provided \$500,000 for RRC to establish a regional campus in Peguis-Fisher River. Once approval for the campus was obtained, RRC got to work ordering computers and furniture, hiring instructors, planning for program delivery in 2008-09 and recruiting students. The new campus opened in Fall 2008. Based on an assessment of needs in the area, the first programs scheduled to be offered are: Business Administration Integrated, Aboriginal Self-Government and Health Care Aide.

One exciting development in Peguis will be the use of trade trailers to house the pre-trades program. Theory will be studied in the classroom but a fully equipped trailer will provide students with practical opportunities to work with these concepts.

Developments in Health Care

Regional Health Authorities always have a shortage of trained health care aides, which is pushing the demand to offer Health

Care Aide training in regional campuses throughout the province. The benefit is that, once educated, the community has a skilled workforce that can help meet the health care needs of Manitobans.

Winter 2007 marked the first time the Dental Assistant-Level 2 was offered by a regional campus (Winkler). Based on a shortage of dental assistants in the area, a community team worked together to make equipment and lab space available so eight students could acquire these skills in their home community.

The Portage Campus graduated its first diploma graduates, in Early Childhood Education.

For the first time, a dual credit, open enrolment Health Care Aide program was delivered at Portage Campus in partnership with Portage Collegiate Institute. Upon graduating in June, the high school students received both their High School Diploma and the Health Care Aide certificate.

Trades and Business

The Winkler Campus offered the M Class Electrical License course for Solutions' technical staff. The same campus once again hosted and facilitated the first-year funded Business Administration program for 15 students.

Aboriginal Outreach

Portage Campus

A second intake of Helping Ourselves and Others through Peer Support for Diabetes, a contract training program that incorporates a series of employability skills workshops, was offered to 16 students at Sandy Bay First Nation.

Adult Essential Skills, Literacy and Numeracy was offered to 18 full-time students at Sandy Bay First Nation.

A partnership with Dakota Ojibway Partnerships Incorporated resulted in offering 15 students the first year of the Early Childhood Education diploma program. To accommodate the needs of the five First Nations communities involved (Long Plain, Waywayseecappo, Chemawawin, Roseau River and Sandy Bay), this open-enrolment delivery included a modified/extended schedule.

The Winkler Campus offered Health Care Aide Certificate Program in Swan Lake, in partnership with the Swan Lake First Nation and Central Regional Health Authority.

Gimli Campus

Under contract for Peguis Employment and Training, Gimli Campus began providing the first year of the Early Childhood Education diploma program. Second-year delivery will begin in January 2009.

The Business, Accounting and Management certificate program was provided under contract for Sagkeeng Employment and Training in Pine Falls.

The Studies in Aboriginal Child Care certificate program ran in Pine Falls for 17 students.

The Para-educator certificate program was provided in Lake Manitoba, Peguis and Pinaymootang First Nations.

Diversity and Inclusiveness

The Portage Campus met the province-wide training needs of Manitoba Family Services by delivering the Foundations in Disability and Community Support course in Brandon, Dauphin, Swan River, Portage la Prairie and Boissevain. The Supervision in Human Service Setting course was offered in Brandon. The other regional campuses provided the Foundations course in their communities.

Quality and Innovation

Winkler and Gimli Campuses hosted and helped facilitate the Rural Diploma Nursing (Accelerated) program. Video-streaming and on-site facilitating instructors provided theoretical delivery while clinical practicums were conducted at local and Winnipeg hospitals.

Winkler Campus partnered with the Winkler and District Chamber of Commerce to launch a Business Retention Survey.



Dental Assisting graduates (Winkler Campus)

Access and Success

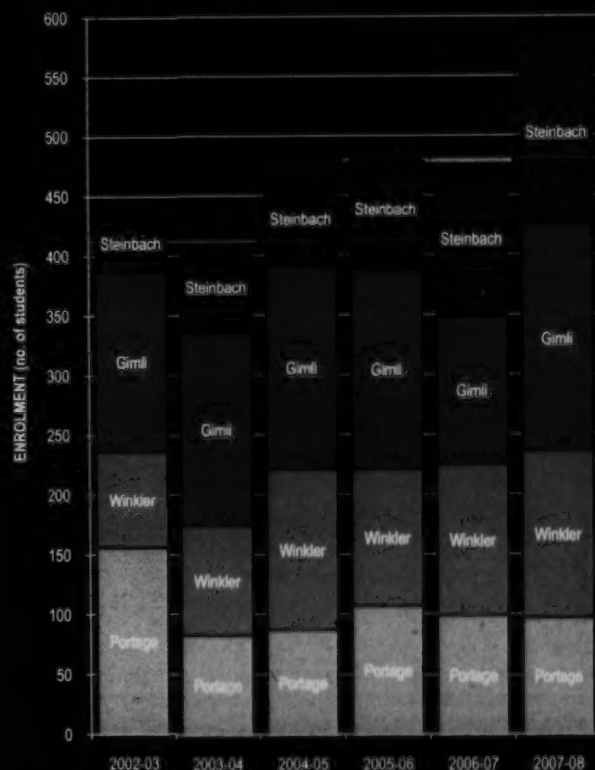
Carpentry and Woodworking in Portage la Prairie
Relationships and partnerships with the Apprenticeship Branch and school division were established to work toward offering a five month recognized trades program in Portage la Prairie. Negotiating the use of school division's facilities and equipment to ensure students will have practical work experience was an essential first step.

Meeting education needs in rural Manitoba

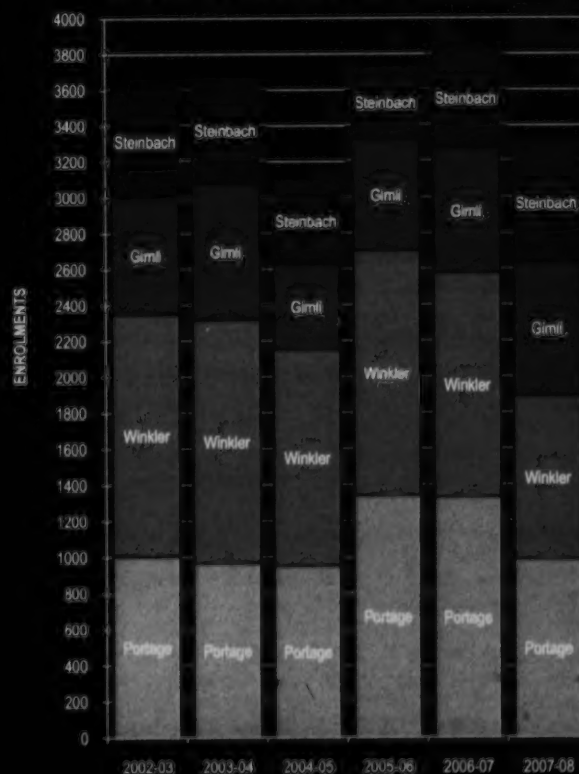
After reaching an informal agreement with the Winnipeg River Learning Centre (WRLC) about the delivery of college programs in the WRLC's Pine Falls facility, the Gimli Campus delivered courses, workshops and programs, including the Health Care Aide certificate and the Business, Accounting and Management certificate programs. A semi-permanent computer lab is located there.

The Gimli Campus established a year-round, two-classroom facility in Selkirk, along with short-term leases at two other Selkirk locations. A Health Care Aide certificate program was offered part-time in Lundar.

Regional Campus Full-time Enrolment



Regional Campus Part-time Enrolment



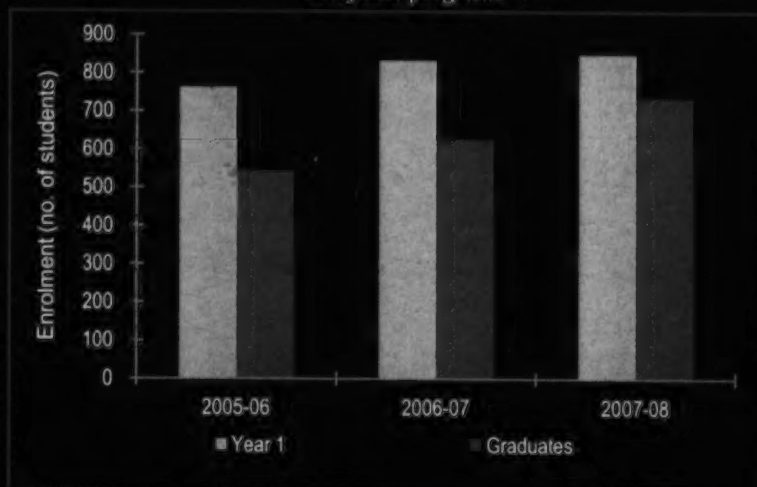
Language Training Centre

The Language Training Centre at Red River College has developed and delivered English language programs for more than 25 years. Students at the Centre come from all over the world, speak many different languages and bring with them varied life experiences and cultures. At the end of our programs, students choose to go on to post-secondary programs, explore future career options or return to their countries with broadened horizons and a new found knowledge of English.

Red River College's Language Training Centre offers several full-time English programs from basic to advanced levels that are designed to meet the language needs of students who have specific employment, academic and settlement goals.

English as an Additional Language (EAL) Programs

Certificate programs



Apprenticeship

Manitoba's economy continues to thrive, driving the need for skilled trades professionals. With sustained economic growth and an aging workforce, the provincial government has committed to expanding the apprenticeship system by 4,000 new spaces.

As the largest provider of technical training for apprentices in Manitoba, RRC delivers more than 70 percent of all technical apprenticeship training offered each year and is the designated trainer for 30 trades.

Record Enrolment

Increases in apprenticeship training lead all enrolment growths at RRC in 2007-08.

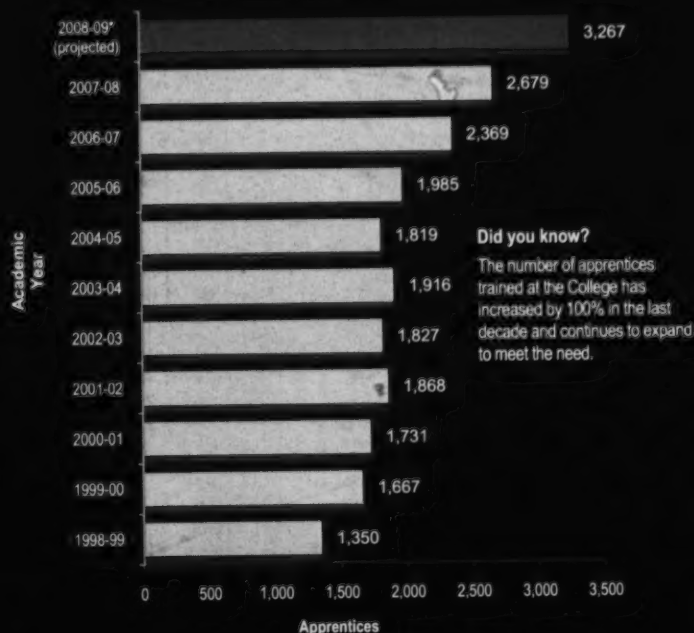
Technical training was provided to 2,679 apprentices, reflecting an increase of 310 apprentices or 13 percent over the previous year. The largest increases occurred in carpentry, plumbing and transportation. The number of apprentices trained at the College has increased by 100 percent in the last decade, and continues to expand to meet the needs of industry.

This sustained annual growth is due to the highly collaborative relationship between the College and the Apprenticeship Branch of Manitoba Competitiveness, Training and Trade. The Apprenticeship Branch provides apprenticeship training and trades certification of more than 50 regulated trades under *The Apprenticeship and Trades Qualifications Act*. The Branch registers and monitors apprenticeship agreements between apprentices and employers, and schedules technical training at designated training providers, including Red River College. The training follows standards for the trades developed and maintained by the Branch and approved by the Apprenticeship and Trades Qualifications Board.

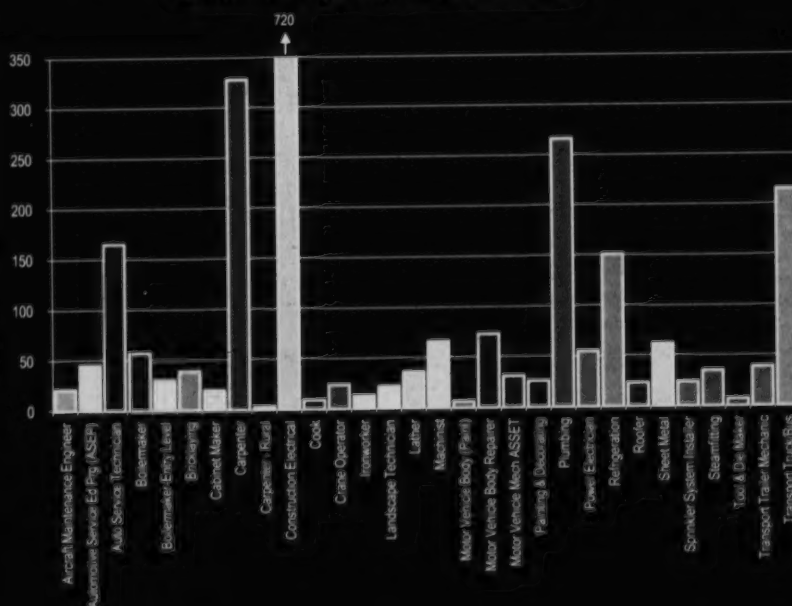
Skilled Trades Training a Top Priority for Manitoba

The demand for skilled trades people across Canada is high and is expected to continue to increase, especially in the West. Skilled trades occupational categories formed 26 percent of the occupational categories listed in the 2008 High Demand Occupations in Manitoba and Manitoba business leaders reported skilled trades labour shortages as one of their top concerns. The Manitoba Construction Sector Council estimates that 21 percent of the construction workforce (approximately 4,500 workers) will need to be replaced over the next eight years just to maintain the labour force. An additional 6,000 workers will be required to meet the needs of a growing economy.

Apprenticeship Enrolment



Enrolment by Program, 2007/2008



Excellence on National Exams

The Apprenticeship Branch oversees Manitoba's participation in the Interprovincial Standards Red Seal Program. The Red Seal Program facilitates greater mobility across Canada for skilled workers. The program encourages standardization of provincial and territorial apprenticeship training and certification programs, and provides the opportunity for qualified tradespersons to practice in the trade in any province or territory where the trade is designated without having to write additional exams.

Manitobans continue to achieve strong results on the Interprovincial Red Seal examinations. In 2007, 900 Manitoba apprentices wrote the interprovincial exam and 76 percent were successful. The Canadian pass rate was 71 percent. The number of Manitoba apprentices writing the interprovincial exams has increased 96 percent over the past decade.



New Transportation Centre of Excellence

In 2007-08, enrolment in the Transport Trailer Mechanic and the Transport Truck/Bus apprenticeship program grew by 28 percent. To support strong growth rates and future needs, construction began on RRC's new state-of-the-art Heavy Equipment Transportation Centre (HETC). Along with training space for RRC's transportation programming, it will also incorporate the Advanced Transportation and Energy Centre, an applied research facility devoted to the transportation industry.

Manitoba Apprenticeship Futures Commission

During 2007-08 the Province appointed the Apprenticeship Futures Commission to chart the future of apprenticeship training for Manitoba. RRC participated in a series of reviews and consultations and is collaborating with the Apprenticeship Branch to implement many of the Commission's 28 recommendations.

Innovation and Partnership Increases Capacity

Working with the Apprenticeship Branch and Manitoba employers and unions, RRC continues to increase the capacity for training apprentices in order to meet the record demand for skilled trades people. Innovative delivery methods introduced in the last few years include day release, weekends and evenings, workplace-based training and community-based training in First Nations communities.

In 2008-09 RRC expects to provide technical training to 3,267 apprentices, an increase of 588 apprentices or 22 percent from 2007-08 levels. Significant increases are expected in the number of carpenters, plumbers, refrigeration mechanics, power electricians, machinists and transport truck/bus mechanics. RRC also expects to expand delivery to the summer months, making apprenticeship training a year-round activity.

RRC Brings Mobile Training Labs to Manitoba

RRC acquired two Mobile Training Labs in 2007-08. These 53 foot long custom designed highway trailer units with pop-out sides expand into a 950 square foot shop/lab.

Travelling anywhere a road goes, these innovative systems bring apprenticeship training to northern, rural and First Nations communities. They can support onsite training in Electrical, Industrial Mechanics, Machining, Automotive Service Technician, Heavy Duty Mechanics, Pipe-fitting/Steam-fitting, Plumbing, Welding, and Outdoor Power Equipment.



More Innovation on the Way

In 2008-09 RRC will introduce technical training for the trade of Insulator, and a pilot project will be undertaken to explore on-line apprenticeship training. RRC will also work with industry and the Apprenticeship Branch to create the new trade of Gas Turbine Repair and Overhaul Technician, for introduction in 2009-10.

Working with Manitoba Hydro and the University College of the North, RRC will help expand trades training in northern Manitoba. With the creation of a new RRC regional campus in the Interlake, exciting new education opportunities will be created for Peguis and Fisher River First Nations communities.

If you are interested in registering as an apprentice, contact:

Apprenticeship Branch
Manitoba Competitiveness, Training and Trade
1010 - 401 York Ave.
Winnipeg, Manitoba R3C 0P8
Ph: (204) 945-3337 Fax: (204) 948-2539
www.manitoba.ca/tradecareers
apprenticeship@gov.mb.ca

Applied Research and Commercialization

How does knowledge apply to solving real world challenges? What role does knowledge play in improving productivity and innovation capacity? How can RRC's expertise provide practical, innovative solutions that deliver results to business and industry? Providing real world solutions through research is the goal of Applied Research & Commercialization (AR&C). AR&C supports applied research, knowledge transfer, prototyping, product development, testing and commercialization.

External and internal parties have come to view AR&C as the gateway to research projects. It is the contact point for both industry seeking to tap into the College's applied research capabilities and for granting agencies and councils. External relations include designing and delivering industry focused outreach programs, networking and business development. Internally, AR&C assists in the development of applied research proposals, acquires and administers grants and contracts, assesses the applied research opportunities and resulting technologies, starts up and operates applied research pilot projects, manages intellectual property, and engages in knowledge or technology transfer and commercialization activities. AR&C is also responsible for managing RRC's Research Innovation Fund.

Since its inception, AR&C has worked to establish itself within both the College and technology transfer community. The office has defined itself by finalizing relevant policies, procedures and practices and has determined college research potential by developing an inventory of applied research oriented expertise, capabilities, and specialized facilities of potential interest to the external community. AR&C has developed strategic alliances and partnerships and engaged in networking, business development and other external relations.

During 2007-08, AR&C finished its fourth year of operation. In that time, in addition to building a firm foundation supporting research internally and externally upon which to build, it has established the College's eligibility with the Natural Sciences and Engineering Research Council, the Canadian Institutes of Health Research and the Social Sciences and Humanities Research Council. This means the College may apply to federal granting councils for grants for which it is eligible.

A position for Applied Research Manager, to work with College researchers and external organizations, was created. Building relationships through outreach, networking and the planning of events to help facilitate applied research projects is the primary focus of this position.

Applied Research Priorities

AR&C has identified six applied research focus areas based upon existing expertise, sectoral demand, and external partnership synergy:

- Advanced Manufacturing Design Technology
- Health and Community Services
- Biotechnology and Life Sciences
- Renewable Energy
- Information and Communications Technology and Digital Multimedia
- Sustainable Infrastructure Technology

CARSI

The Centre for Applied Research in Sustainable Infrastructure (CARSI), which opened April 2007, is located at the Notre Dame campus. The first dedicated research lab at a college in Manitoba is constructed of energy efficient pre-cast, pre-insulated wall panels.

CARSI aims to develop advanced sustainable infrastructure technologies in four strategic areas: asphalt concrete pavement, advanced composite materials, large light frame wood structures and building envelopes.

Research and Technology Transfer Projects

AR&C completed the prototyping, evaluation and testing of various systems for Manitoba Hydro's Downtown Office Project. The resulting technology and discoveries from this research project will be incorporated into Manitoba Hydro's new location in downtown Winnipeg. These elements of responsible environmental design will translate into cost savings and a healthier work environment.

"When you enter into an R & D project a multitude of other benefits arise. The CARSI building DTOP (Downtown Office Project) mock up is no exception. The mock up has been invaluable in assisting the DTOP team in making a number of multi-million dollar decisions."

- Tom Akerstream, Manitoba Hydro

AR&C hosted a Westlink Technology Commercialization Intern whose focus was to meet with faculty to identify research expertise and interests. The intern also researched and analyzed intellectual property policies.

Misipawistik Cree Nation looked to AR&C when they required technical assistance in developing a solar green house. AR&C will also provide technical training once the greenhouse is completed.

AR&C partnered with MTS Allstream and TRILabs to research and create technology that allows movie trailers to be viewed on smartphones.

"MTS Allstream is very pleased with the outcome of this partnership ... through the strong technical skills of the students at RRC, and the support of TRILabs, we were able to showcase yet another way that MTS Allstream is working to bring the latest in technological advancements to the people of Manitoba."

- Kevin Shepherd, President Consumer Markets, MTS Allstream

AR&C also collaborated with Golf Excellence to create a new prototype of a golf putter.

The Shockknife is a training tool to help law enforcement officers learn to respond to edged weapon attacks. The device looks like a knife and delivers an electrical charge to mimic pain associated with a knife wound but leaves no permanent damage. RRC worked to refine the design for practical use by law enforcement.

The goal? To develop and integrate a Cummins ISM heavy duty diesel engine and Allison transmission for Motor Coach Industries' D4500 model coach that would meet the Environmental Protection Agency's 2007 emissions requirements. RRC created and tested a prototype that met or exceeded all test requirements.

"This partnership between MCI and Red River College has helped MCI meet its Cummins prototype goals, and we are thrilled the project was a great success."

- Bryan Couch, MCI Vice President of Product Planning and Project Management

Sharing Expertise

With the support of the Prairie Intellectual Property Mobilization Partnership, AR&C developed and delivered a two-day workshop – *Technology Based Entrepreneurship* – targeted to the Aboriginal community.

AR&C helped plan the Plug in Hybrid Electric Vehicles 2007 Conference *Where the Grid Meets the Road* and the Red River Valley Clean City Coalition's *National Alternative Fuel Vehicle Day Odyssey*.

AR&C presented an information session at Assiniboine Community College on Intellectual Property Management.

Ray Hoemsen presented AR&C's capabilities at the Canada-Ukraine business summit *Exploring New Trade, Technology and Investment Opportunities* on commercialization and sustainable agriculture.

AR&C conducted meetings with Neubrex and various universities in Japan to discuss structural health monitoring and the use and demonstration of Neubrex equipment within CARSI resulting in the loan of an NBX-6040 for a one-year period.

Exciting Developments

To share applied research success stories, AR&C established www.knowledgenet.ca to share applied research success stories.

The National Research Council of Canada Industrial Research Assistance Program awarded AR&C \$185,000 for a Network Membership Agreement to build a sustainable infrastructure cluster in Manitoba.

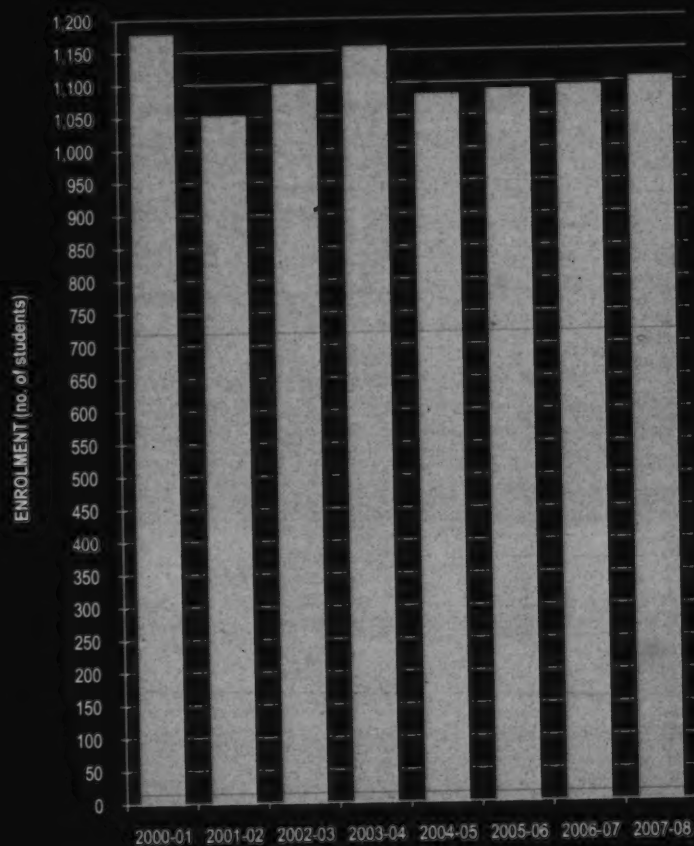
Western Economic Diversification provided \$2.35 million to AR&C for the acquisition of equipment to support applied research projects for the Advanced Transportation and Energy Centre. A 1,000HP engine dynamometer, 1,000HP chassis dynamometer, portable emissions test equipment and a drive-in environmental chamber to house the chassis dynamometer were acquired.



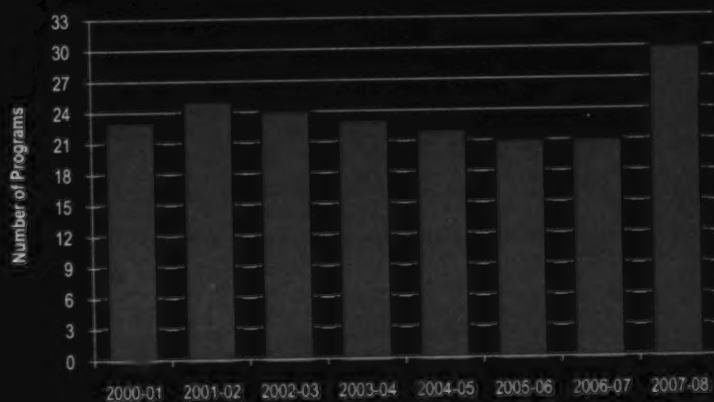
The large section of windows on the CARSI Building was a prototype of the curtain wall that has been used in construction of the Manitoba Hydro headquarters.

Co-operative Education

Co-operative Education Enrolment



Number of Co-operative Education Programs



Red River College is committed to the philosophy and nature of co-operative education and has made the expansion of co-op programming a priority.

Co-operative education integrates related on-the-job experience with classroom theory by alternating terms of paid employment and academic study. Over the years, the College has introduced this proven system into an increasing number of programs. Co-operative education has been offered in three programs in the College's Hospitality department since the late 1970's. Starting in 1991, rapid growth has occurred in the number of programs offering a co-op mode of delivery. The number of students enrolled in co-op programs was 1,109 in 2007/2008. The total number of co-op programs stands at 29.

- ACCESS Civil/CAD Technology
- Architectural/Engineering Technology
- Aviation Management
- Building Design CAD Technology
- Chemical and Biosciences Technology
- Civil Engineering Technology
- Computer Analyst/Programmer
- Culinary Arts
- Electrical Engineering Technology
- Electronic Engineering Technology
- Electronic Engineering Technology Integrated
- Environmental Protection Technology
- Geomatics Technology
- Greenspace Management
- Hospitality & Tourism Management
- Hotel and Restaurant Management
- Information Systems Technology
- Instrumentation Engineering Technology
- Mechanical Engineering Technology
- Municipal Engineering Technology
- Pharmaceutical Manufacturing
- Primary Care Paramedic
- Professional Baking
- QA/QC in the Pharmaceutical Industry
- Structural Engineering Technology
- Technical Communications
- Tourism Management
- Wood Products Manufacturing - Certificate
- Wood Products Manufacturing Technology - Diploma

Co-operative Education will continue to be considered as a delivery mode for new and existing programs where marketplace, students and the employing community find it a viable educational method.

International Education

International Education's focus is the process of "internationalizing" RRC. Aspects that contribute to this focus include:

- *Recruitment of international students to study at RRC.* This contributes to enriching the academic aspect of domestic students, who benefit from the sharing and learning that comes from a global perspective.
- *Overseas Development Projects.* When RRC works on overseas projects, the profile of the College is raised on a significant scale. RRC faculty enhances their teaching skills through the involvement in international projects.
- *Joint Programs.* RRC is involved in the development of joint educational programs with international institutions which benefit students in both countries.

Working with RRC departments to ensure interest and capacity are present, International Education (IE) markets available programs to international students.

To ensure a more predictable flow of international students who choose RRC as their education option, IE also focuses on building and fostering relationships with institutions. These relationships can involve communal curriculum development and sharing, faculty visits and student exchanges.

Currently six staff work together to accomplish the various tasks and activities involved in the department's work.

Did you know? IE runs as a strategic business unit. The revenue IE brings in supports the department's initiatives, contributes to the college revenue targets and funds future international initiatives.

Recruitment

Building relationships with international markets to recruit international students is an integral part of IE's work. An analysis of international markets includes:

- asking where current international students hail from;
- determining the current level of involvement of students from the country in obtaining international education;
- examining if the market has a significant portion of the population that can afford overseas education; and
- factoring in the Canadian Study VISA approval rate for students applying from an identified market.



Ian Scott, RRC Marketing and Recruitment Coordinator, in China

Working with Aboriginal Women in Chile

One of the programs IE is working on is funded by the Canadian International Development Agency (CIDA) and facilitated through the Association of Canadian Community Colleges (ACCC). This project works with the Mapuche people, the largest indigenous group in Chile, which is challenged by similar issues that indigenous people in Canada face. The objective of the project is to improve the ability of the Mapuche people in sharing knowledge within their communities by providing teacher training.

RRC instructors work with CONADI, the government department dealing with indigenous issues, to train nine Aboriginal women. The project completed its fourth year in 2007-08. At the end of the project, participants will obtain a certificate in Adult Education with an indigenous aspect to it. The courses they take from RRC will be recognized in Chile by the University of Atacama.

This "train the trainer" project has been very successful. RRC instructors traveled to Chile several times over the course of the year for two weeks at a time. In between classroom time with instructors, participants worked with the Mapuche people to start sharing what they had learned.

In addition, Canadian students were sent to Chile for a month to get involved in the project. Representatives from Chile also traveled to Canada to obtain training and to plan future aspects of the project.

Adult Education in Malawi

IE was a partner in another CIDA project in Malawi. This was the final year of this 5-year initiative that saw Jeff Zabudsky (RRC President) and Cindy Laverge (Chair of Teacher Education Department) travel to Malawi for the graduation ceremonies.

Currently, Japan, China, South Korea, Brazil, Mexico, Turkey and India are the main countries IE focuses recruitment efforts on.

One main method of recruitment is to attend education fairs. RRC sets up a booth and speaks with potential students and parents from that country to explain their options in studying overseas and how to come to Canada. IE participated in student fairs in Turkey, Brazil, Mexico, Japan and China. Another method of recruitment is to talk with institutions about potential partnerships. In February, IE organized a mission with the Chairs of the Business and Hospitality faculties to Mexico to explore institutional relationships.

Novel Idea!

International students often struggled with an industry's language because tools or procedures may be referred to in a different way in their home country. To address this issue, RRC held a three-week course to prepare international students for Automotive Technology. Both instructors and students agreed the terminology course was a purposeful investment to prepare them for their studies.

Western Michigan University

RRC's aviation facilities for aircraft maintenance are appealing to the Western Michigan University (WMU), which has an extensive aviation program that focuses on flight. The first step in our relationship building with WMU was to sign a Memorandum of Understanding. This means RRC and WMU will work together toward the development of an agreement outlining the specifics of having their students' access RRC facilities. To this end, trips to WMU were made to further discussions.

Shenyang Delegation

For 21 years, RRC has had a relationship with the Shenyang Institute of Engineering (SIE) – a university in China. A delegation from SIE came to Canada in the fall to continue extensive discussion on the collaborative joint program in Electrical Engineering.

Japanese students visit in January

Fifteen second year International Communications students from the Airline International & Resort College from Niigata, were brave – they visited Winnipeg for nine days during what is often the coldest time of the year.



Touring the Legislative Building

They participated in half-day English as an Additional Language instruction complemented by activities with students from various faculties. The Japanese students also had the chance to fully experience a Canadian winter by trying ice skating, tobogganing and attending a hockey game.

Indian Delegation

An Indian delegation headed by the Canadian Embassy visited RRC in the spring. Among them were reporters who interviewed RRC's Indian international students about their educational experiences.

Collaborating with the U of W

Internationally, students are familiar with the concept of a degree but explaining the concept of a diploma is necessary. IE met with the University of Winnipeg to look at further collaborations that will assist with marketing to international students.

Brazilian Delegation

A delegation of 15 Brazilian technical institute CEOs and project coordinators from the Centros Federal de Educacao Technologica system, comparable to our Canadian colleges, visited RRC in May. Their cross-Canada visit allowed them to identify Canadian partners for the implementation of their "1000 Women Education, Citizenship and Sustainable Development" project in the poorer northern parts of Brazil. This project will be co-funded by CIDA and the Brazilian government.



Brazilian delegation visiting Fisher River Cree Nation's Verna J. Kirkness Institute of Higher Learning

As a result of their visit, RRC was notified in June that we had been selected by the Brazilians as one of their partners of choice for their project. The project officially launched in the Fall of 2008.

Conferences

Faculty from a variety of RRC programs have presented at various conferences around the globe, including:

- Based on a request from the Canadian Embassy, Brian Fawkes, the Program Coordinator of the 3D Animation Program, presented at a conference in Brazil that promoted high-end graphic and computer programs.
- IE participated in the Canadian Educational Centre Network's annual International Education Conference in Calgary.
- Dennis Doersam, Director of Stevenson Aviation and Dan Greenberg, Chair, Aviation Management program, attended an aviation expo in New Delhi, India.
- Marg Braid and Marti Ford attended the ACCC conference in British Columbia.

Appendix 1 - Partnerships

Partnerships strengthen our ability to develop and deliver successful programming related directly to the needs of the community. By bringing together unique, specialized resources and knowledge, a partnership strategy can achieve results more effectively and efficiently. RRC has a large number of partners and the number continues to increase every year. During 2007/2008, the College was honoured to work with such partners as:

Aboriginal Centre of Winnipeg, Inc.	Campus Canada	Centro de Estudios Macroeconomicos de Argentina (CEMA), Buenos Aires
Aboriginal Head Start	Canada Foundation for Innovation	Certified General Accountants of Manitoba
Aboriginal Head Start, Manitoba Region	Canada-India Business Council	Certified Management Accountants
Aboriginal Languages of Manitoba	Canadian Animal Blood Bank	Certified Technicians and Technologists Association of Manitoba (CTTAM)
Aboriginal Literacy Foundation	Canadian Association for Co-operative Education (CAFCE)	Cezar Ritz Colleges, Switzerland
AC Delco	Canadian Association of Allied Health Programs	Chemcrest
Addictions Foundation of Manitoba	Canadian Association of Journalists	Child and Family Services
Advance Electronics	Canadian Association of Medical Radiological Therapists	Children's Hospital
Adult and Youth Corrections, Province of Manitoba	Canadian Automotive Repair and Service Council	Chrysler Canada
Agassiz School Division	Canadian Bureau for International Education, Ottawa	CIMCO Refrigeration
Agriculture and Agri-Food Canada	Canadian Centre for Environmental Education, Royal Roads University	City of Winnipeg
Airline International and Resort College, Japan	Canadian Chamber of Commerce	College Universitaire de St. Boniface
Alpine Systems	Canadian College of Health Service Executives	College Canada
American Production and Inventory Control Society (APICS)	Canadian Diabetes Association	College of Licensed Practical Nurses of Manitoba
Amity University, India	Canadian Education Centres Network (CECN)	College of Medical Laboratory Technologists of Manitoba (CMLTM)
Animal Health Technologist Association	Canadian Imperial Bank of Commerce (CIBC)	College of Registered Nurses of Manitoba
Apple Canada	Canadian Information Processing Society (CIPS)	College of the North Atlantic
ArrowMight Canada	Canadian Institute for International Studies, India	Composite Innovation Centre (CIC)
Assiniboia Chamber of Commerce	Canadian Institute of Bookkeeping Canadian Institute of Financial Planners	Concordia General Hospital
Assiniboine Community College	Canadian Institute of Traffic and Transportation	Confederation College
Assiniboine Credit Union	Canadian International Development Agency (CIDA)	Consolidated Turf Ltd.
Association for Community Living - Manitoba	Canadian Medical Association	Continuing Education by Design
Association for Community Living - Winnipeg	Canadian National (CN)	Corporacion Nacional de Desarrollo Indigena (CONADI), Chile
Association for Non-Traditional Education in the Philippines	Canadian Lung Association	Cummins Diesel Engines
Association of Canadian College Schools of Business	Canadian Society for Medical Laboratory Science (CSMLS)	Dairy Farmers of Canada
Association of Canadian Community Colleges (ACCC)	Canadian Society of Safety Engineering (CSSE)	Dauphin Regional Health Centre
Athabasca University	Canadian Steel Trade & Employment Congress	Deep River Science Academy
Automotive Trades Association (ATA)	Canadian Tire	Deer Lodge Centre
Autotrol	Canadian Veterinary Medical Association	Delhi Public School Society, India
Bailey Instruments of Canada	Canadian Virtual College Consortium	Department of National Defence
Barkman Concrete	Canadian Vocational Association	Diagnostic Services Manitoba
Beijing Sino-Air Technology Training Center, China	Canadian Youth Business Foundation	Directors of Education - First Nation Schools
Bethesda Hospital, Steinbach	CancerCare Manitoba	Dominion Window & Door
Board of the Opticians of Manitoba	Canon Copiers	Dpendable Global Recruitment
Boeing Canada Technology Ltd.	Career Trek, Inc.	Drummond McCall
Bombardier	CanWest Global	Eaton Fuller
Boundary Trails Health District	Cargill	EECOL Electric Limited
Boundary Trail Hospital, Winkler/Morden	CBC Manitoba	Eljay Irrigation
Bow Valley College	Centennial College	Endeavour Information Systems
Boys and Girls Clubs of Winnipeg	Central Lift and Equipment	Energy Services Alliance of Manitoba (ESAM)
Brandon Regional Health Centre	Centre for Aboriginal Human Resource Development (CAHRD)	Evergreen School Division
Brandon University	Centre for Canadian Language Benchmarks (CCLB)	Family Centre of Winnipeg
Briggs & Stratton Ltd.		Fairview University Medical Centre, Minneapolis Federal Pioneer
Bristol Aerospace		Fetal Alcohol Family Association of Manitoba
British Columbia Institute of Technology (BCIT)		Film Training Manitoba
Building Owners and Managers Institute (BOMI)		First Nation Forestry Program
Calgary Immigrant Assessment Service		Fisher River First Nation
Calgary Regional Health Authority		Fisher Scientific
Camosun College		Foothills Medical Centre, Calgary
		Ford Canada
		Frankfinn Institutes, India

2007/2008 Academic Annual Report

Friesen's Printers
 Fukuhara Gakuen University Consortium,
 Japan
 Ful-Flo Industries Ltd.
 Garden Hill Educational Authority
 Garden Valley School Division
 General Motors of Canada
 George Brown College
 Grace Hospital
 Grant McEwan College
 Grapes
 Habitat for Humanity
 Harv's Air
 Health Sciences Centre
 Hewlett Packard
 Hindustan College of Engineering,
 Chennai, India
 Holland College
 Homenko Builders
 Honda
 Hospital for Sick Children, Toronto
 Human Resource Management Association
 of Manitoba (HRMAM)
 Human Resources & Social Development
 Canada
 Human Resources Development Korea
 (HRD Korea)
 Humber College Institute of Technology and
 Advanced Learning
 Hyundai
 IBM
 Immigration Canada
 Indian and Northern Affairs
 Industry Canada
 Information & Communication Technologies
 Association of Manitoba (ICTAM)
 Institute of Electrical & Electronics Engineers
 (IEEE)
 Institute of Industrial Mathematical Sciences
 Instituto de Formacion de Empresarial (IFE),
 Santiago, Chile
 Instituto Tecnológico de la Costa Grande
 Instrument Society of America
 (Winnipeg Sector)
 Insurance Council of Manitoba
 Inter City Papers
 Intergraph Canada Ltd.
 Inter-Industry Conference on Auto Collision
 Repair (I-CAR) Canada
 Interlake Reserves Tribal Council
 International Parish Nurse Resource Center
 International Personnel Management
 Association - Manitoba Chapter
 Ironworkers Union, The
 Isaac Walton Killam Health Centre, Halifax
 Jeffries Nurseries Ltd.
 Junior Achievement of Manitoba
 Kortex Computers
 Kwantlen University College
 Lakeshore School Division
 Lawson Foundation, The
 Lennox Industries (Canada) Ltd.
 Lewis Instruments Ltd.
 Life Sciences Association of Manitoba
 Lincoln Welding (Canada)
 Linear Systems
 Little Black River First Nation

Loewen Millwork
 Loewen Windows
 Long Plain First Nation
 Lovely Professional University (LPU), India
 Luke's Machinery Co. Ltd.
 Manitoba Aboriginal and Northern Affairs
 Manitoba Advanced Education & Literacy
 Manitoba Aerospace Association (MAA)
 Manitoba Aerospace Human Resources
 Coordinating Committee (MAHRCC)
 Manitoba Agriculture, Food and Rural
 Initiatives
 Manitoba Association of School
 Superintendents
 Manitoba Association of School Trustees
 Manitoba Aviation Council (MAC)
 Manitoba Business Magazine
 Manitoba Customer Contact Association
 Manitoba Chambers of Commerce
 Manitoba Child Care Association
 Manitoba Competitiveness, Training
 and Trade
 Manitoba Conservation
 Manitoba Council for Leadership in
 Education
 Manitoba Culture, Heritage and Tourism
 Manitoba Customer Contact Assoc. Inc.
 (MCCA)
 Manitoba Dental Association
 Manitoba Development Centre
 Manitoba Competitiveness, Training and
 Trade - Apprenticeship and Trade
 Qualification Board
 Manitoba Competitiveness, Training and
 Trade - Employment & Training Services
 Centres
 Manitoba Education, Citizenship and Youth -
 MB4Youth Programs
 Manitoba Education, Citizenship and Youth -
 School Programs
 Manitoba Education, Citizenship and Youth -
 Professional Certification
 Manitoba Educational Geographic Information
 Consortium
 Manitoba Energy Management Task Force
 Manitoba Environmental Industries
 Association
 Manitoba Family Services and Housing
 Manitoba Family Services and Housing,
 Community Service Delivery Division,
 Winnipeg Services
 Manitoba Federation of Labour
 Manitoba First Nations Education Resource
 Centre
 Manitoba Good Road Association
 Manitoba Health, Emergency Medical
 Services
 Manitoba Healthy Living
 Manitoba Heavy Construction Association
 Manitoba Home Builders' Association
 Manitoba Hydro
 Manitoba Justice, Adult Corrections
 Manitoba Labour and Immigration
 Manitoba Liquor Control Commission
 Manitoba Métis Federation
 Manitoba Métis Federation, Human Resource
 Development & Training

Manitoba Métis Federation, Winnipeg Region
 Manitoba Moose
 Manitoba Operator Training Program
 (MOTP)
 Manitoba Ozone Protection Industry
 Association
 Manitoba Public Insurance
 Manitoba Quality Network
 Manitoba Research and Innovation Fund
 Manitoba Restaurant and Food Services
 Association
 Manitoba Rolling Mills (MRM)
 Manitoba Shingling Contractors Assoc.
 (MSCA)
 Manitoba Teachers Society
 Manitoba Tourism Education Council
 Manitoba Transportation and Government
 Services
 Manitoba Veterinary Medical Association
 Marine Institute
 Marymount School
 Mazda
 Manitoba Education Research Learning
 Information Network (MERLIN)
 McLeod Adult Learning Centre
 Memorial University
 Mid-Canada Marine Dealers Association
 Midas Muffler
 Miller Environmental Inc.
 Misericordia Health Centre
 Momentum Software
 Monarch Industries
 Moncton City Hospital
 Mondrian-Hall
 Monsanto
 Montreal Neurological Institute
 Motor Coach Industries
 MTS Allstream
 National Association of Allied Health
 Programs
 National Council of Deans of Technology
 National Research Council, Institute for
 Biodiagnostics
 National Research Council, Industrial
 Research Assistance Program (NRC-
 IRAP)
 National Training Alliance
 Natural Sciences and Engineering Research
 Council
 NAV Canada
 Navistar International
 Ndinawe
 New CanTech Ventures Inc.
 New Flyer Industries
 Nissan
 North Alberta Institute of Technology
 (NAIT)
 Nortel
 Northwest Technical College
 Norway House First Nation
 Nova Scotia Community College
 Nunavut Department of Education
 Open Learning Agency
 Ottawa Hospital
 PACE Inc.
 Palliser Furniture
 Panasonic Canada Inc.

Parks Canada	Seven Oaks School Division	University of Minnesota, Crookston Campus
Partners for Careers	Shenyang Institute of Engineering, China	University of Minnesota Medical Centre
Peguis Child and Family Services	Siemens Canada	University of New Brunswick
Peguis First Nation	Silicon Graphics	University of North Carolina Hospital at Chapel Hill
Pembina Valley Language/Education for Adults	Skills Canada, Manitoba	University of Victoria
Peter Lougheed Centre, Calgary	Snap-on Tools	University of Winnipeg
Pfizer Canada	Snowmobilers Association of Manitoba	University of Winnipeg Collegiate
Philippine Association of Manitoba	Society for Technical Communication	Unisource
Pinaymootang First Nation	Society of Graphic Designers - Manitoba Chapter	UNISYS
Polaris	Society of Management Accountants of Manitoba	Universidad Tecnologica Metropolitana, Chile
Poplar River First Nation	Society of Manufacturing Engineers (SME)	Upjohn
Portage & District General Hospital	SONY of Canada Ltd.	Urban Circle Training Centre Inc.
Portage la Prairie School Division	South Asia Partnership	Valdie Seymour and Associates
Public Works & Government Services Canada	Southern Alberta Institute of Technology (SAIT)	Vancouver Community College
Qitiqliq School, Arviat, Nunavut	Southeast Regional Health Authority	Vancouver General Hospital
Queen Elizabeth Hospital, Charlottetown	Southeast Resource Development Council	Victoria General Hospital
Queen Elizabeth II Health Sciences Centre, Halifax	Southland Electronics	Vita Health
Queensway Carleton Hospital, Ottawa	Standard Aero	Volunteer Manitoba Inc.
Rainbow Stage	Stihl Limited	Volvo-Penta
Red River Exhibition Foundation Inc.	Sturgeon Creek High School	Walter and Duncan Gordon Foundation
Regina General Hospital	Sun Systems	West Region Child and Family Services
Regional Health Authority - Central Manitoba Inc.	Sunnybrook Health Sciences Centre, Toronto	West Region Tribal Council
Rhineland School Division	Suzuki	Western Canadian Association for Student Teaching
River East Transcona School Division	3M Canada	Western School Division
Riverview Health Centre	Take Pride Winnipeg	Westlink Innovation Network
Rockyview General Hospital, Calgary	Teacher Education and Certification Committee	Willmar Windows
Royal Alexandra Hospital, Edmonton	Tee Voe High School	Winnipeg Art Gallery
Royal Bank	Technology Educators Association of Manitoba	Winnipeg Aviation
Royal Columbian Hospital, New Westminster, BC	Telemecanique (Schneider Electric Canada)	Winnipeg Blue Bombers
St. Boniface General Hospital	The Pas General Hospital	Winnipeg Chamber of Commerce
St. Charles Adult Education Centre	Thunder Bay Regional Hospital	Winnipeg Foundation
St. Paul College, Quezon City, Philippines	Tom Powell Design Studio	Winnipeg Goldeyes
St. John Ambulance	Toyota Canada Inc.	Winnipeg International Children's Festival
St. John Regional Hospital, St. John, NB	Transport Canada	Winnipeg Police Service
Sagkeeng First Nation	Treaty Relations Commission	Winnipeg Press Club
Sandy Bay First Nation	TRLabs	Winnipeg Public Library
Saskatchewan Cancer Agency	United Brotherhood of Carpenters & Joiners of America	Winnipeg Sun
Saskatchewan Institute of Applied Science and Technology (SIAT)	University College of the North	Winnipeg Technical College
Saskatoon City Hospital	University of Alberta Hospital, Edmonton	Workers Compensation Board of Manitoba
Schweitzer-Mauduit Canada	University of Atacama, Copiapo, Chile	World University Service of Canada
Seine River School Division	University of Calgary	Wyeth-Ayerst Canada Ltd.
Selkirk & District General Hospital	University of Manitoba	Xerox
Seven Oaks General Hospital		Yamaha

Appendix 2

Program Highlights, 2007/2008

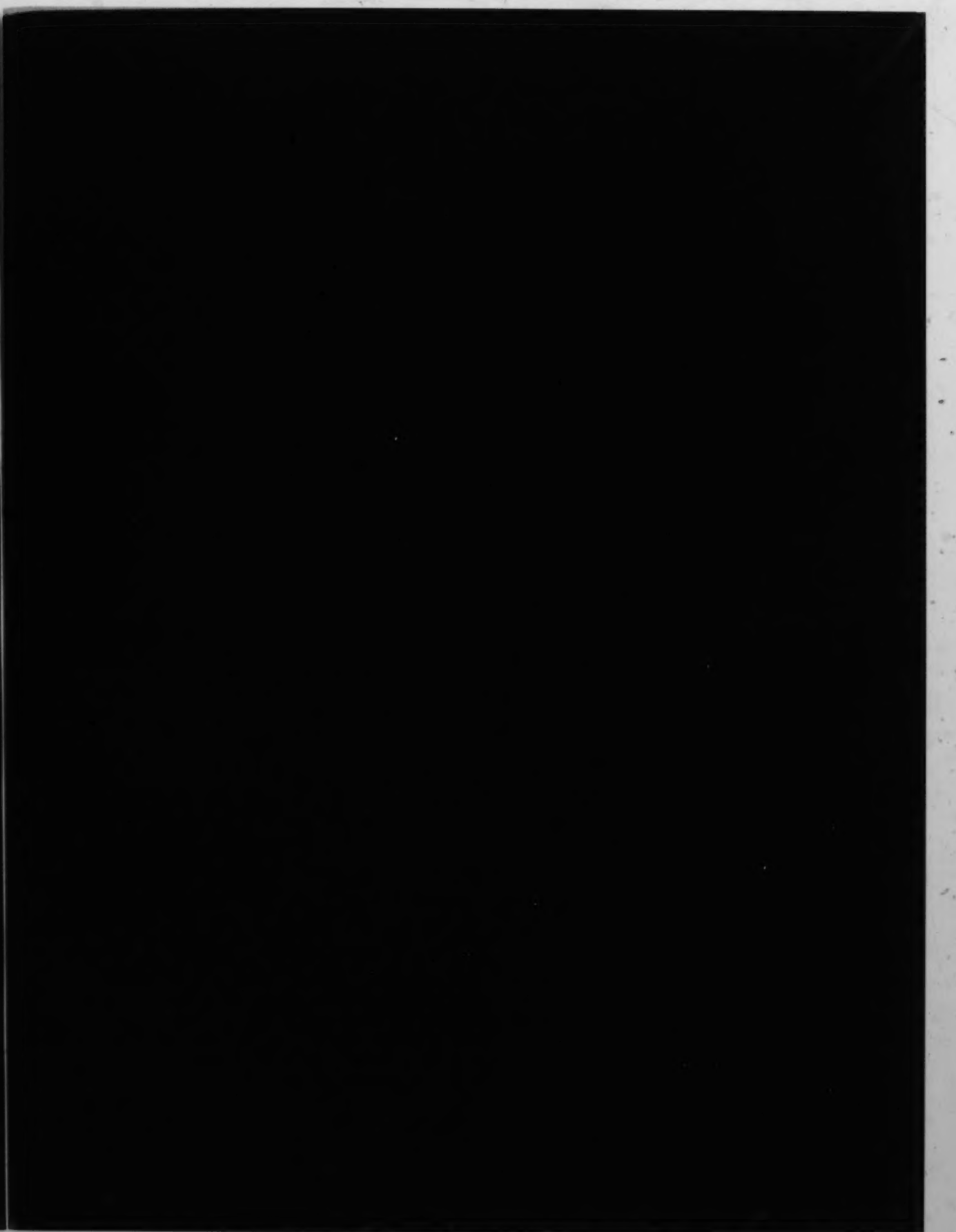
Program	1 st Year Quota	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
SCHOOL OF BUSINESS AND APPLIED ARTS										
3D Computer Graphics	15	9	16	—	—	16	2	—	—	13
American Sign Language-English	16	9	5	10	5	20	19	—	—	4
Aviation Management	25	9	22	7	—	29	6	—	1	3
Business Administration	587	9/1	589	424	—	1,013	485	73	7	280
Business Administration Integrated	64	9	32	41	17	90	43	48	1	—
Commerce/Industry Sales & Marketing	70	9	51	—	—	51	27	1	1	40
Computer Accounting Technician	101	9/1	90	—	—	90	46	8	5	43
Computer Analyst/Programmer	66	9/1	66	47	—	113	8	8	1	22
Computer Analyst/Programmer Integrated	33	9	31	7	13	51	7	4	2	12
Creative Communications	75	9	76	74	—	150	78	9	3	61
Culinary Arts	60	9/1	64	52	—	116	52	16	3	27
Deaf Literacy Program	—	—	21	—	—	21	11	1	15	—
Deaf Studies	20	9	14	—	—	14	13	1	2	11
Digital Multimedia Technology	40	9	47	33	—	80	19	8	1	28
Graphic Design	50	9	52	49	—	101	56	3	—	36
Graphic Design - Advanced	20	9	14	—	—	14	8	1	—	13
Health Information Management	—	9	—	15	—	15	14	3	—	15
Hospitality & Tourism Management	85	9	68	—	—	68	51	4	1	—
Hotel and Restaurant Management	—	—	—	36	—	36	27	3	—	22
Tourism Management	—	—	—	14	—	14	14	1	—	12
Information Systems Technology	35	9	21	21	—	42	6	1	—	20
International Business	25	1	9	—	—	9	3	—	—	7
Library and Information Technology	30	9	31	—	—	31	28	1	1	2
Professional Baking	14	9	20	—	—	20	12	—	—	9
Division Total	1,431	—	1,339	830	35	2,204	1,035	194	44	680

Program	1 st Year Quota	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
SCHOOL OF CONSTRUCTION & ENGINEERING TECHNOLOGIES										
Carpentry and Woodworking	36	9/1	39	—	—	39	1	5	2	26
Civil Engineering Technology	195	9/1	192	—	—	192	38	19	1	—
Architectural Engineering Technology	—	—	—	21	24	45	6	2	1	17
Environmental Protection Technology	—	—	—	14	12	26	8	2	—	12
Geomatics Technology	—	—	—	24	19	43	—	2	—	16
Municipal Engineering Technology	—	—	—	35	41	76	13	9	1	33
Structural Engineering Technology	—	—	—	34	22	56	7	1	—	24
Building Design CAD Technology	—	—	—	22	—	22	3	—	—	16
Electronic Engineering Technology	120	9/1	114	32	16	162	7	4	—	12
Electrical Engineering Technology	—	—	—	12	16	28	2	2	—	15
Instrumentation Engineering Technology	—	—	—	12	14	26	—	—	1	9
Electronic Engineering Technology Integrated	24	9/1	10	5	—	15	1	2	—	—
Electronic & Network Technician	16	9	15	—	—	15	—	—	1	2
Electrical	50	9/1	50	—	—	50	1	5	—	30
Geographic Information Systems Tech	24	9	10	—	—	10	3	1	—	8
Greenspace Management	22	9	17	11	10	38	8	4	—	6
Network Technology (CCNA) Certificate	2	9	8	—	—	8	1	—	—	6
Network Technology (CCNP) Certificate	2	9	1	—	—	1	—	—	—	1
Network Technology (CCNP) Diploma	12	9	8	—	—	8	—	—	—	4
Piping Trades	36	9/1	36	—	—	36	—	6	2	19
Refrigeration and Air Conditioning	18	9	19	—	—	19	—	—	—	14
Wood Products Manufacturing - Certificate	5	9	6	—	—	6	1	1	—	4
Wood Products Manufacturing - Diploma	15	9	6	6	10	22	3	2	—	8
Division Total	577	—	531	228	184	943	103	67	9	282

Program	1 st Year Quota	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
SCHOOL OF HEALTH SCIENCES & COMMUNITY SERVICES										
Animal Health Technology	25	9	29	16	—	45	41	3	2	16
Chemical & Biosciences Technology	45	9	36	41	—	77	46	2	2	27
Child and Youth Care	25	9	27	25	—	52	46	11	1	22
Dental Assisting - Level 2	50	9	54	—	—	54	49	3	—	51
Diploma Nursing (Accelerated)	102	9	109	171	—	280	232	22	3	92
Disability and Community Support	30	9	35	13	—	48	38	4	1	11
Early Childhood Education	60	9	64	59	—	123	116	21	5	51
Early Childhood Education - Workplace	75	9/1	79	30	—	109	97	9	1	25
Family Support Worker - FAS/E	5	1	26	—	—	26	22	25	—	20
Health Care Aide	120	9/1	86	—	—	86	63	9	3	91
Joint Baccalaureate Nursing	100	9	97	90	98	285	241	30	2	—
Medical Laboratory Sciences	35	9	42	35	—	77	64	7	1	29
Medical Radiologic Technology	40	9	41	36	—	77	59	1	—	38
(MRI) Magnetic Resonance Imaging and Spectroscopy	20	9/1	16	—	—	16	7	1	—	14
Pharmaceutical Manufacturing	25	9	12	—	—	12	6	—	—	—
QA / QC in Pharmaceutical Industry	25	9	10	—	—	10	7	—	—	—
Radiation Therapy	14	9	11	—	—	11	—	—	1	11
Rehabilitation Assistant	17	9	19	—	—	19	5	—	—	16
Division Total	813	—	793	516	98	1,407	1,139	148	22	514
SCHOOL OF INDIGENOUS EDUCATION										
Aboriginal Self-Government Administration	20	9	20	8	—	28	18	16	1	4
Blindigen College Studies	50	9/1	90	—	—	90	43	65	—	15
College Preparation for Nursing	40	9	35	—	—	35	32	9	—	13
Community Development / Economic Development	25	9	14	10	—	24	9	3	1	9
Computer Applications for Business	—	9	16	10	—	26	19	3	1	3
Information & Office Assistant Cert	—	—	17	—	—	17	16	15	—	3
Introduction to Trades	16	9/1	15	—	—	15	—	11	—	11
Division Total	151	—	207	28	—	240	137	122	3	58

Program	1 st Year Quota	Start Month	1 st Year Enrolment	2 nd Year Enrolment	3 rd Year Enrolment	Total Enrolment	Female	Aboriginal	Persons with Disabilities	Graduates
SCHOOL OF LEARNING INNOVATION										
Business / Technology Teacher Education	12	9	3	3	6	12	8	—	—	1
Business Teacher Education - After Degree	—	9	11	11	—	22	9	—	—	—
Industrial Arts Teacher Education	16	9	11	7	34	52	6	—	—	9
Industrial Arts/Technology Teacher Ed - After Degree	—	9	4	5	—	9	1	—	—	—
Technical Vocational Teacher Education	16	9	11	—	—	11	3	1	—	9
Division Total	44	—	40	26	40	106	27	1	—	19
SCHOOL OF TRANSPORTATION, AVIATION & MANUFACTURING										
Aerospace Manufacturing	32	10/1	31	—	—	31	1	—	—	51
Aircraft Maintenance Engineer	32	9/1	32	—	—	32	2	—	—	28
Automotive Service Ed Program	—	—	45	—	—	45	—	—	—	—
Automotive Technician - Certificate	60	9	73	—	—	73	4	10	—	39
Automotive Technician - Diploma	2	9	13	—	—	13	1	1	—	11
Collision Refinishing	10	9	7	—	—	7	1	—	—	5
Collision Repair and Refinishing	30	9	32	—	—	32	1	9	2	17
Gas Turbine Engine Repair & Overhaul	16	9	20	—	—	20	2	1	—	13
Heavy Duty Equipment Mechanic	48	9	51	—	—	51	—	7	1	33
Introduction to Aircraft Maintenance	—	1	10	—	—	10	1	1	1	—
Manufacturing CAD	15	9	16	—	—	16	3	1	1	11
Manufacturing Technician	28	9	23	13	—	36	3	2	1	6
Mechanical Engineering Technology	52	9	42	35	31	108	4	8	3	27
Outdoor Power Equipment Technician	14	9	13	—	—	13	1	2	—	9
Power Engineering Technology	20	9	23	18	—	41	1	7	2	14
Precision Metal Manufacturing	16	9	7	—	—	7	—	1	—	4
Technical Communication	—	—	—	3	—	3	1	—	—	3
Technology Management	—	9	4	—	—	4	—	—	—	3
Welding	36	9	34	—	—	34	4	6	—	26
Division Total	411	—	476	69	31	576	30	56	11	300
GRAND TOTAL	3,427	—	3,386	1,697	388	5,476	2,471	588	89	1,853

Note: The above information does not include all full-time programs.







→ **Red River College**

2055 Notre Dame Avenue

Winnipeg, MB R3H 0J9

Information Line: 204-632-3960

Toll Free: 1-888-515-7722

Switchboard: 204-632-2311

Fax: 204-632-9661

www.rrc.mb.ca